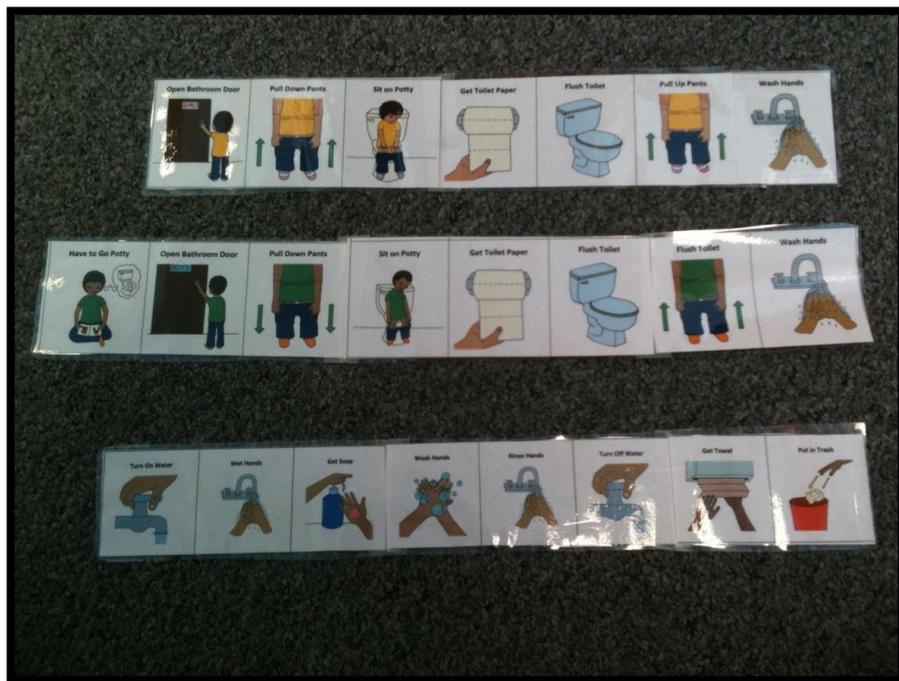




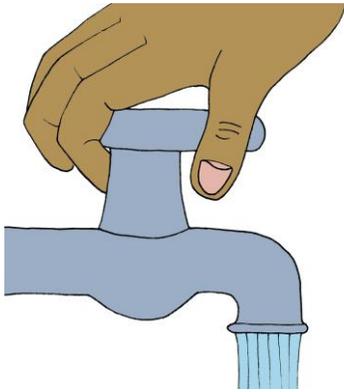
# HSCI Sequences: Toileting and Hand Washing

Teaching children all the steps of the toileting sequence can be challenging, especially for children who have cognitive delays or special needs. By posting pictures of the hand-washing sequence near your classroom sink or pictures of the toileting sequence in your bathroom, children can follow along with a visual cue as they perform the steps of the sequence. You can use it by touching each picture and directing children to look at each picture as they are doing the correct step or you can go through the whole sequence first with a child and see if they can then do it on their own. You may also think about sending a hand washing or toileting sequence home with a child so that a parent or caregiver can use it to teach these sequences at home.



# Hand Washing

Turn On Water



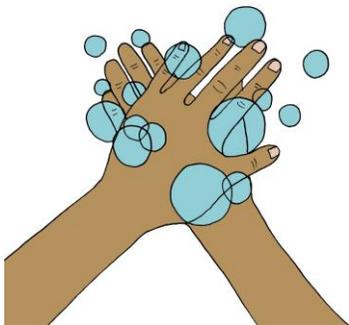
Wet Hands



Get soap



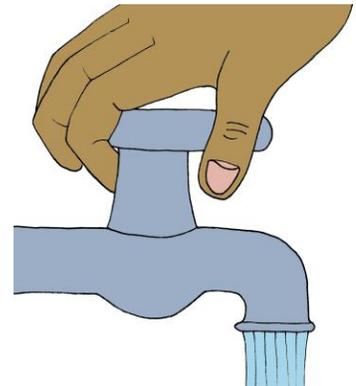
Wash hands



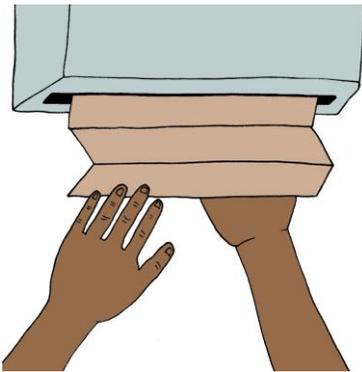
Rinse hands



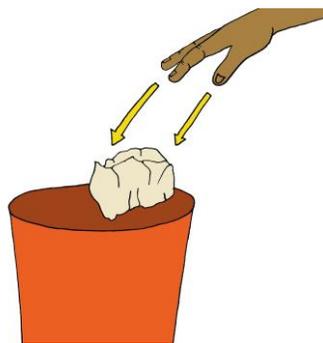
Turn Off Water



Get Towel



Put in Trash



# Toileting Routine - Boy

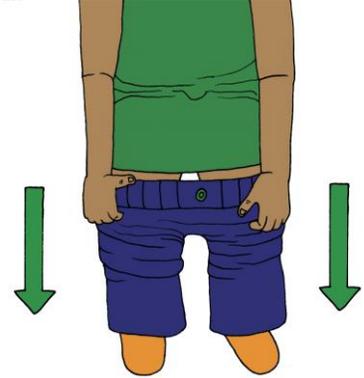
Have to Go Potty



Open Bathroom Door



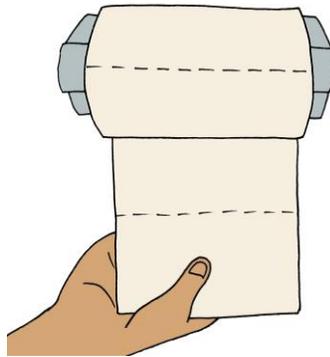
Pull Down Pants



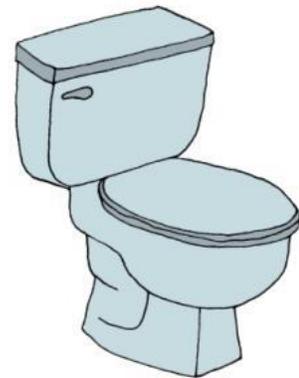
Sit on Potty



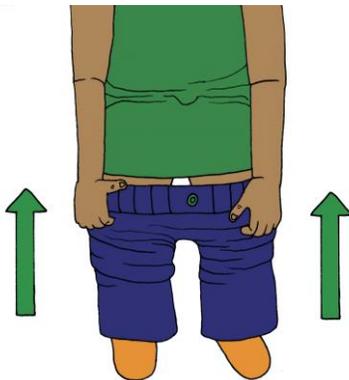
Get Toilet Paper



Flush Toilet



Pull Up Pants



Wash Hands

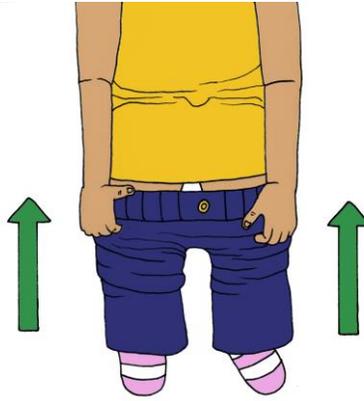


# Toileting Routine - Girl

Open Bathroom Door



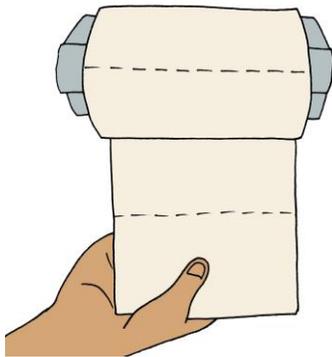
Pull Down Pants



Sit on Potty



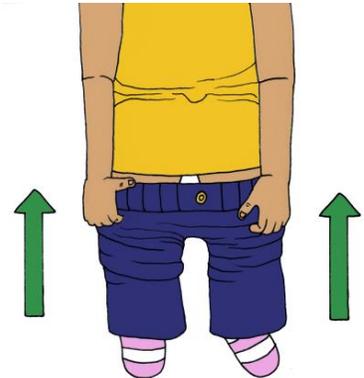
Get Toilet Paper



Flush Toilet



Pull Up Pants



Wash Hands





# HSCI Transition Cue Cards

Transitions from one classroom activity to another can often be a chaotic time for both students and teachers. Many times, children may not completely understand which activity they need to move to next or what the steps are in order to get there. Teachers often feel as though they are being pulled in different directions, struggling to help one child clean up from the current activity and at the same time, preparing for the upcoming activity. Transitions can also signal the end of a highly preferred activity for a child and the beginning of an activity that a child may not enjoy or feel confident in. For these reasons, some children can benefit from the use of a visual picture shown to them while a teacher is giving a verbal direction about a transition.



For instance, when a teacher is telling children that it is time to clean up from choice time and go over to the tables for a small group art activity, a teacher can flip to the “clean-up” picture and show a child up-close what they need to be doing. Children often respond to the use of a visual picture, especially children who are learning English, have communication delays, or children who have a hard time listening and processing verbal language. When a teacher uses a picture, he/she is able to convey verbal directions that may be abstract, and make them more salient and concrete. A picture has the “staying power”, where as when we verbally give directions to “clean up toys”, those words are gone immediately after they are spoken. The use of a transition cue card is a nice modification and support for a variety of children with varying levels of need.

# Classroom Transitions & Routines

Get Jacket



Put on Jacket



Get Backpack



Boy with Backpack



Put on Backpack

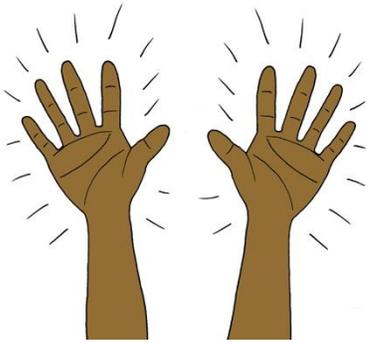


Get in Line

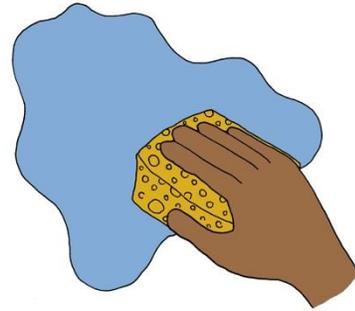


# Classroom Transitions & Routines

All Done



Clean Up



Washing Hands



Toilet



# Classroom Transitions & Routines

Digital Timer

