



UNIVERSAL EXPECTATION: Be Kind and Respectful
NAME OF SKILL/SETTING: Waiting Your Turn/Bathroom

CSEFEL: Tips and Forms/Buddy System Tips/Teacher Tools/Visual Strategies/Scripted Stories
DECA PROTECTIVE FACTOR(S): Initiative: Do things for himself/herself, Keep Trying when unsuccessful, Self-Control: Show patience, Listen to and respect others, Attachment: Trust familiar adults and believe what they say, Seek help from children or adults when necessary.
SECOND STEP LESSON: Unit 1: Lesson 8: I Care Lesson 9: I Can Help

EARLY LEARNING STANDARD(S): Physical Health and Development: Performance Standard: A.EL. 1c Demonstrates Behaviors To Meet Self-Help and Physical Needs/Toileting. Social Emotional Development/Social Competence: Performance Standard: C. EL. 1: Demonstrates Attachment, Trust and Autonomy

PURPOSE OF THE LESSON. WHY IT IS IMPORTANT?

1. Bathroom routine/behavior/expectations will be developmentally appropriate and consistent between adults/teachers when supporting/teaching independence for children in the bathroom.
2. Consistency across daily environments (bathroom) will increase self-control, initiative and attachment skills for all children.

TEACHING EXAMPLES: done in large or small groups depending on the needs of the group.

1. Designate by providing shapes on the wall, tape on the floor or specifically teach each child's appropriate space to wait OR if environment allows send children individually/small groups to the bathroom with an adult to reduce "wait" time. If there is "wait time"...teach what to do while waiting.
2. Teach correct bathroom sequence that has been set by center/school. Provide visual sequence for those children that need it. Use the visual cues when teaching all children.
3. Backward chain and use physical prompts.....try to cut back on verbal cues/prompts as much as possible. Physical cues are more powerful and easier to fade.

TEACHER/CHILD ACTIVITIES. ROLE PLAYS.

1. Pre-teach before entering the bathroom when needed
2. Use puppets or role play with children how/where to wait.
3. Social Story about using the bathroom
4. Have bathroom visual sequence up on the wall at child-height for children to see/use
5. Have a basket of books, fidgets, small magnadoodle boards, pencils/clipboards/paper, etc for children to use while waiting.

FOLLOW UP/REINFORCEMENT ACTIVITIES.

1. Have pictures of bathroom learning sequence cut apart in the puzzle/book area. Encourage children to put the pictures in the correct sequence. This can stay out all year for re-teaching.
2. Paper toilets with stickers to indicate success....charting classroom success at independence
3. Observe and figure out why certain children are having difficulty. Problem-solve reasons and come up with plan to re-teach or provide support. Make sure all staff is on the same page with expectations and vocabulary used to teach bathroom skills.

MATERIALS/RESOURCES NEEDED: Visuals to depict rules/reminders....use visuals when reviewing rules. SECOND STEP Lessons. CSEFEL Teacher Tool Kit/Teaching Tools for Young Children. DECA Classroom Strategies.