

Core Word:

# BATHROOM



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## Language Goal

Use this word to indicate a need for the restroom.

*THIS IS NOT A TOILET TRAINING PROTOCOL, NOR SHOULD IT BE USED AS SUCH. THE GOAL OF TEACHING THIS WORD IS TO ALLOW STUDENTS A WAY OF TELLING OTHERS THAT THEY MUST RELIEVE THEMSELVES SO THEY CAN BE TAKEN TO THE RESTROOM OR BE ALLOWED TO EXIT THE ROOM INDEPENDENTLY TO USE THE RESTROOM.*

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## PRE-TEACHING

We invite parents to help us to expose students to target words/concepts, so when the teacher introduces the concepts in class, the students have a comfort and interest because they have a point of reference. Send a letter home to parents introducing the word of the week. Attach the symbol for the word **BATHROOM** and the definition that will be reviewed in school.

### Instructions to Parents:

The first step in introducing new words or concepts is exposure. Just by hearing the words in their environment enables them to begin to understand the meaning. Model the use of the words in your everyday conversation. Place emphasis on the target word to draw attention to it. For example, "I have to go to the **BATHROOM**". Below are some suggested activities to guide you. By doing this, you are creating a point of reference for your child so when the teacher introduces the work or concept they can engage better in the lesson, as they have prior knowledge. Thanks for your help!

- Place the symbol for **BATHROOM** on the bathroom door.
- As you go to places within your community, urge your child to ask the appropriate worker, if there is a **BATHROOM**. Model this for your child. For example, ask the cashier at the supermarket “Do you have a **BATHROOM** here?”
- Show your child the symbol for **BATHROOM** and talk about why there is a toilet in the picture. We use a toilet when we have to go to the **BATHROOM**. (Make the connection between the picture symbol and the meaning.)

## LET’S TALK ABOUT IT

**NOTE:** The words “SAY” or “TALK” are used to indicate that the student has communicated something. Students that have expressive language delay or are non-verbal access communication in alternative ways (e.g. use of voice output communication devices, pointing to pictures, use of gestures, utilizing eye gaze, or any combination of these). **ALL** of these methods are legitimate and effective ways to SAY something. We must accept these alternative ways as valid, the same way we accept the spoken word.

**TEACHER INTRODUCES WORD AND CONCEPT:** (this can be incorporated into morning meeting or to kick off a literacy lesson).

Show symbol for **BATHROOM**. Make the connection between the symbol and the word. Explain the meaning of the word **BATHROOM**. For example, “we use the toilet when we have to go to the **BATHROOM**. When I say **BATHROOM**, it allows others to know that I must use the toilet. The **BATHROOM** is a place. We do lots of things in the **BATHROOM** like wash our hands, brush our teeth, and look in the mirror. When we are in school and we say **BATHROOM**, most of the times, it means that we must use the toilet.

## COLLABORATION IN THE CLASSROOM

Practice use and application of the word **BATHROOM** in a structured lesson. Collaborate with OT, PT, SLP, and/or Psychologist to encourage motivation and engagement.

*\*All teaching staff will wear the symbol on a lanyard around his/her neck to remind themselves and the class that this is the word of the week.*

### CHORAL PRACTICE:

It is so important to create a community of learners. Choral practice unites the class. You can initiate practice by saying, "Let me hear who knows our target word...I can't hear you. *Students say **BATHROOM**.* All together let me hear you say **BATHROOM**. Excellent Job! Now get your voices ready! If you speak or use something to speak for you, I need to hear you say it. What is that word again?" **BATHROOM**. Excellent! Way to go! I love when you all work together.

### GET PHYSICALLY ENGAGED IN LEARNING:

Take the class on a class walk to the **BATHROOM**. Have each student push the **BATHROOM** symbol on a voice output device that is posted by the door. Have them each line up in the hallway or by the door. Walk together to the **BATHROOM** and have the students push the symbol on the voice output device again when they walk into the **BATHROOM**.

### Additional Activities that can take place throughout the week:

This is a great time to review classroom rules for using the **BATHROOM**.

- Do your students use the **BATHROOM** independently? Do they need someone to accompany them? Discuss *how* the students will let you know when they require the **BATHROOM**. Do they raise their hands and ask, point to symbol, or use on a device? How do you properly gain an adult's attention? Do you have a sign out sheet or hall pass?
- Incorporate a hall pass with your students with various symbols and/or words that they must bring with them as they go to the **BATHROOM**. Encourage other staff members to stop that student in the hallway and ask where he/she is going or where he/she is coming from? The student will then have the symbol present to respond **BATHROOM**.

- Take a class walk to the bathroom and allow the students to label the things they see in the **BATHROOM**, or have them point or indicate items in the **BATHROOM** (sink, toilet, mirror, etc.) Discuss why we use the **BATHROOM**.
- Incorporate pretend play and role-playing (how to ask for the **BATHROOM** appropriately).
- Talk about the times in the day that the class uses the **BATHROOM** (if your class does this). For example, “We use the bathroom first thing in the morning, after lunch, and after afternoon snack”.

## REINFORCEMENT

- Students will be exposed to the word **BATHROOM** throughout the day. PROVIDE AS MANY OPPORTUNITIES AS POSSIBLE!
- Students will be encouraged to use the word **BATHROOM** throughout the school day.

## Message to Administration

The support of Administration is key to the success of any program or plan in a school.

### Recognition IS Reinforcement!

The staff will post the target core words that are being worked on, either outside the classroom or on a board inside the classroom. This will make it easy to know what has been achieved. The classroom staff will be wearing the symbol that is being worked on. Feel free to talk to the students and offer opportunities to practice the words they have learned.

Please compliment the staff and the students on their efforts to become independent communicators!

Students who can communicate can perform better in the classroom!

TEACHING CORE VOCABULARY created by:  
**KAREN GORMAN**  
Assistive Technology / UDL Coordinator  
NYC DOE – District 75 – Technology Solutions