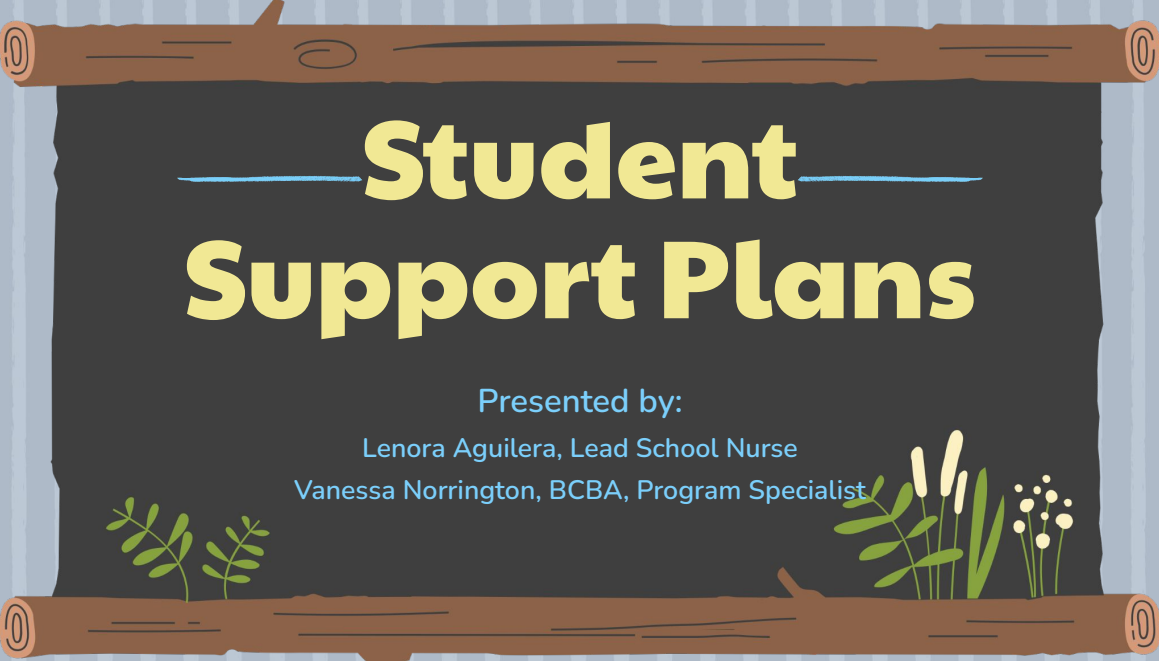




Student Support Plans

Presented by:

Lenora Aguilera, Lead School Nurse

Vanessa Norrington, BCBA, Program Specialist

Introduction and Purpose

Every student deserves access to education in a setting that supports their physical, emotional, and developmental needs. Some students may require assistance with toileting or diapering due to developmental levels or health conditions. This protocol ensures care is provided in a respectful, safe, hygienic, and developmentally appropriate manner.



Staff Roles

Various job descriptions include responsibility for supporting students with toileting and diapering needs. This includes hands-on assistance and supervision for students who require it.



Dignity, Privacy, and Hygiene

- Knock before entering toileting areas
- Close doors and curtains
- Use calm, respectful tone
- Wear gloves and wash hands before and after
- Treat all bodily fluids as potentially infectious



Supplies Checklist

- Disposable gloves
- Diapers/pull-ups/underwear
- Wipes
- Clean clothing
- Disposable paper liners
- Plastic bags for soiled items
- Disinfectant spray or wipes
- Hand sanitizer/soap and water



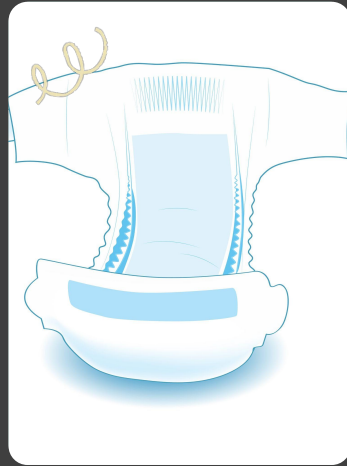
Toileting Procedure

- Accompany student discreetly
- Explain process at developmental level
- Wash hands and wear gloves
- Ensure clean space
- Assist with clothing and positioning
- Encourage independence
- Assist with wiping and redressing
- Dispose of gloves and wash hands
- Document assistance



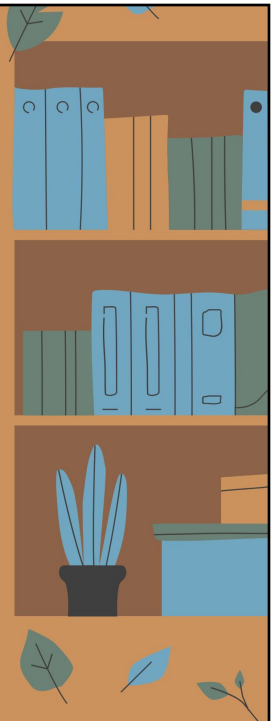
Diapering Procedure

- Change when wet/soiled or before pickup
- Use designated changing area
- Communicate with student
- Prepare supplies and clean surface
- Wear gloves and PPE
- Clean student front to back
- Dispose of soiled items
- Apply clean diaper and change clothing if needed
- Disinfect area
- Document care



Documentation and Communication

- Log date, time, staff initials
- Note concerns (rash, irritation, etc.)
- Maintain confidentiality
- Inform nurse or teacher of health concerns



Healthy and Safety Notes

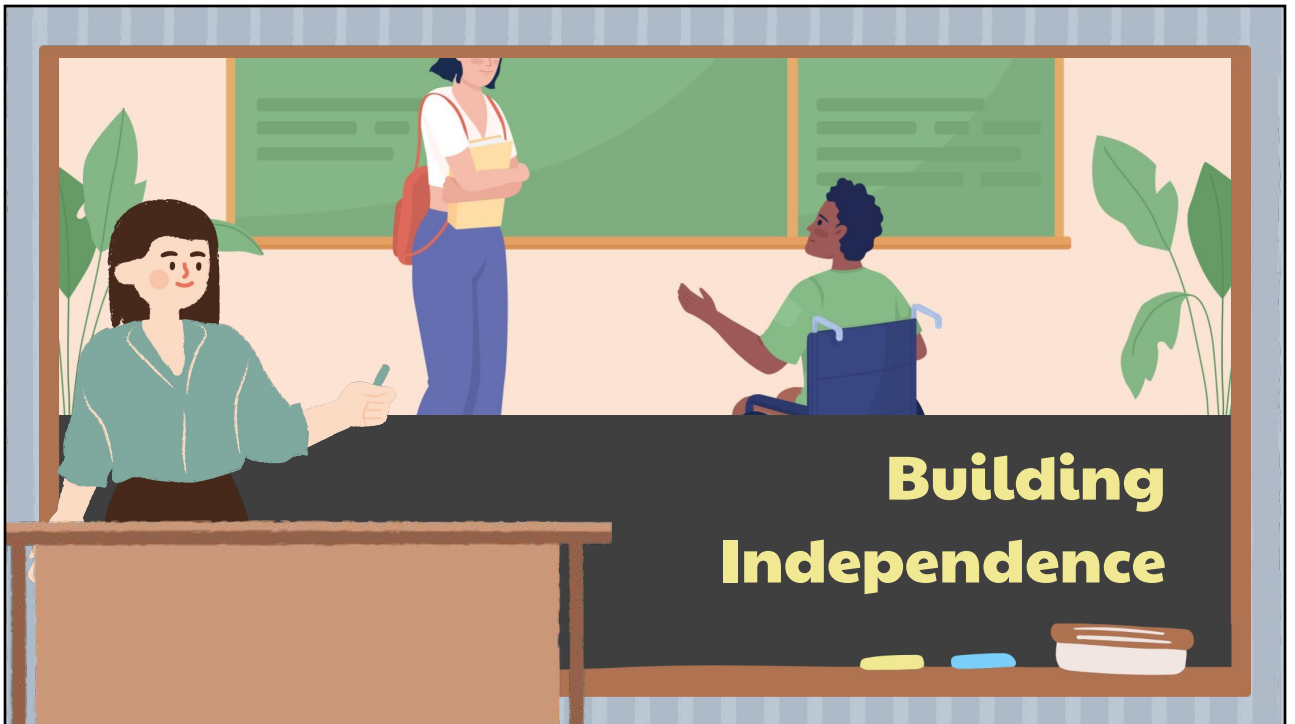
- Never leave student unattended
- Report signs of discomfort or abuse
- Use two staff for mobility challenges



Parent and Guardian Collaboration

- Request extra clothing, diapers, and wipes
- Communicate toileting progress or concerns regularly



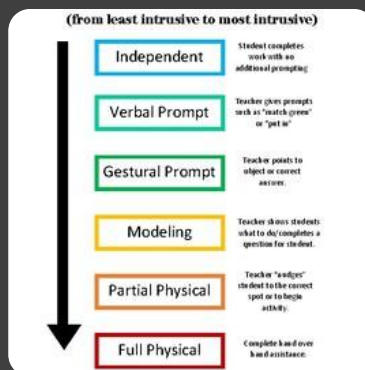
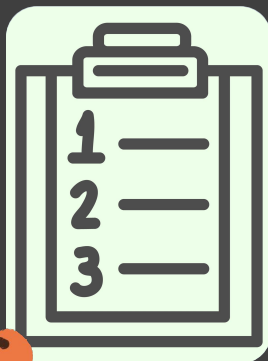


Environmental Supports

- Accessible and private restroom spaces
- Visual schedules and step-by-step guides
- Use of adaptive equipment (e.g., toilet seats, grab bars)



Teaching Strategies



Communication Tools

- Using AAC devices, PECS, or sign language
- Teaching students to request bathroom breaks
- Consistency across home and school settings



Case Study

Name: "Emily"

Grade: 3rd Grade

Diagnosis: Autism Spectrum Disorder and Down Syndrome

Challenges:

- Frequent toileting accidents
- Limited expressive communication
- Aggressive behaviors (e.g., hitting, yelling) when prompted to use the bathroom

Background:

- Emily is a bright and curious student who enjoys music and sensory play. However, she struggles with toileting independence. She often has accidents during the school day and becomes visibly distressed when prompted to use the restroom. Her communication is limited to gestures and a few verbal approximations. When staff attempt to guide her to the bathroom, she may resist physically or display aggressive behaviors. These challenges have impacted her participation in classroom activities and field trips.



Case Study Questions

1. What tools (e.g., visual supports, AAC) could help Emily express her needs or understand toileting routines?
2. How might you address her aggressive behaviors during transitions to the bathroom?
3. What reinforcement strategies could be used to encourage positive toileting behavior?
4. What changes to the restroom environment or schedule might reduce her anxiety?

Resources

Toileting Google Folder



Thank you!

As educators and support staff, our role extends beyond academics—we are here to nurture the whole child. Supporting toileting independence is not just about hygiene; it's about dignity, confidence, and inclusion. By approaching this process with patience, empathy, and individualized strategies, we empower our students to take meaningful steps toward autonomy. Let's continue to work collaboratively, celebrate progress, and create environments where every student feels safe, respected, and capable. Together, we can make a lasting difference in their journey toward independence.

