

I wash my hands



I wash my hands

Name: _____

Week of: _____

1



I wet my hands

☐

2



I put on soap

☐

3



I rub my palms

☐

4



I rub the backs of my hands

☐

5



I rub between my fingers

☐

6



I rinse

☐

7



I turn off the tap

☐

8



I dry my hands

☐

I wash my hands

Cut along the dotted lines. The border colour tells you the type of word.



I wet my hands



I put on soap



I rub my palms



I rub the backs of my hands



I rub between my fingers



I rinse



I turn off the tap

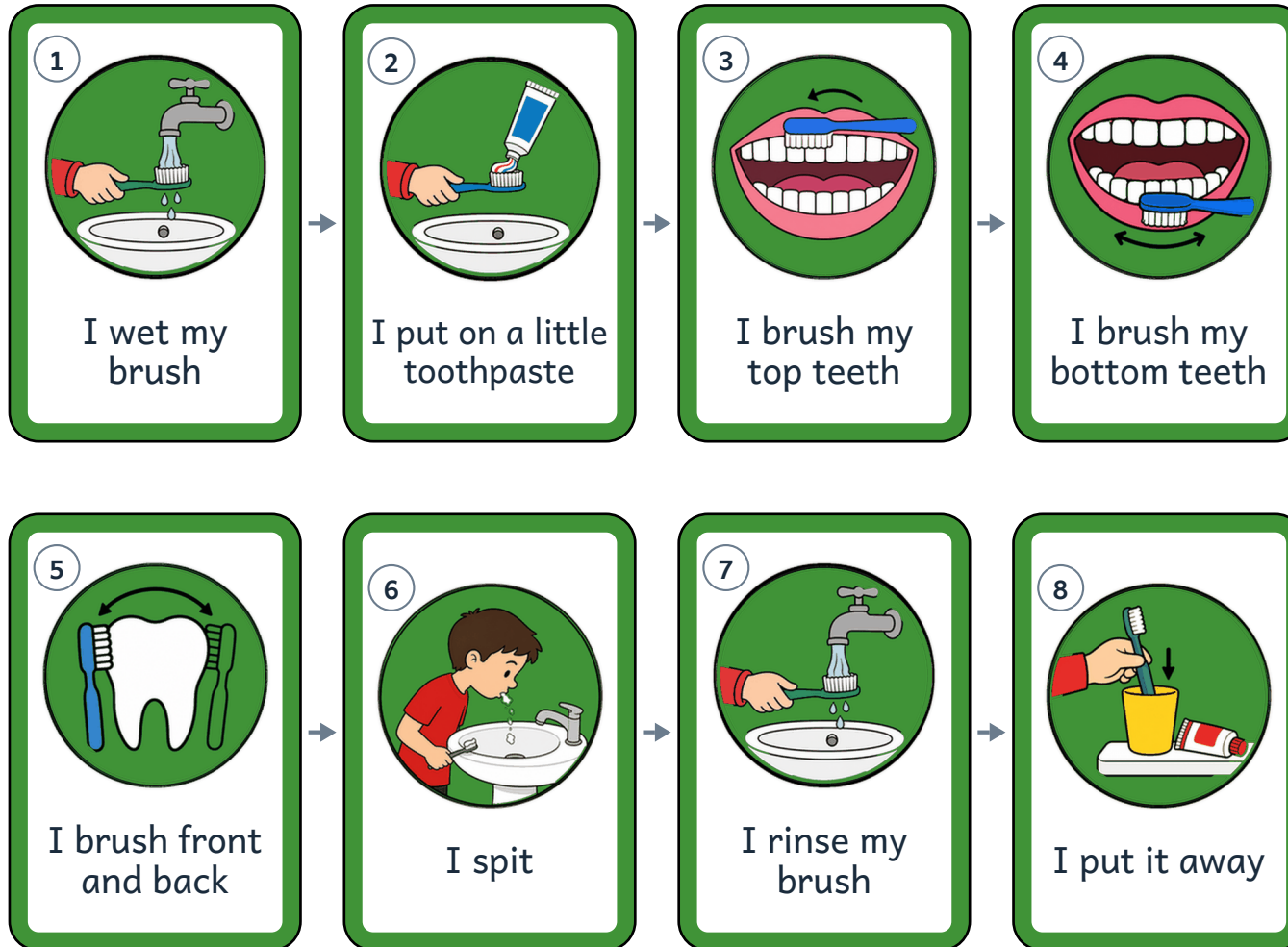


I dry my hands

I wash my hands

Stick your own images here: a photo of the real object, the real place, or the gesture itself. Write the label using the words you use at home.

I brush my teeth



I brush my teeth

Name: _____

Week of: _____

1



I wet my brush

☐

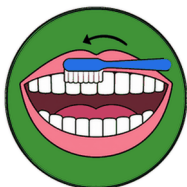
2



I put on a little toothpaste

☐

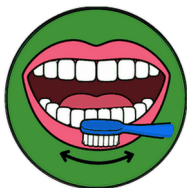
3



I brush my top teeth

☐

4



I brush my bottom teeth

☐

5



I brush front and back

☐

6



I spit

☐

7



I rinse my brush

☐

8



I put it away

☐

I brush my teeth

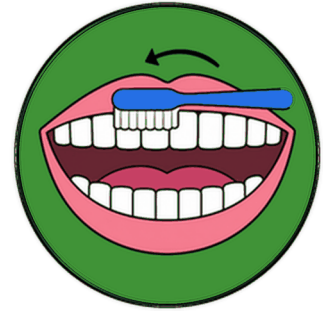
Cut along the dotted lines. The border colour tells you the type of word.



I wet my brush



I put on a little toothpaste



I brush my top teeth



I brush my bottom teeth



I brush front and back



I spit



I rinse my brush

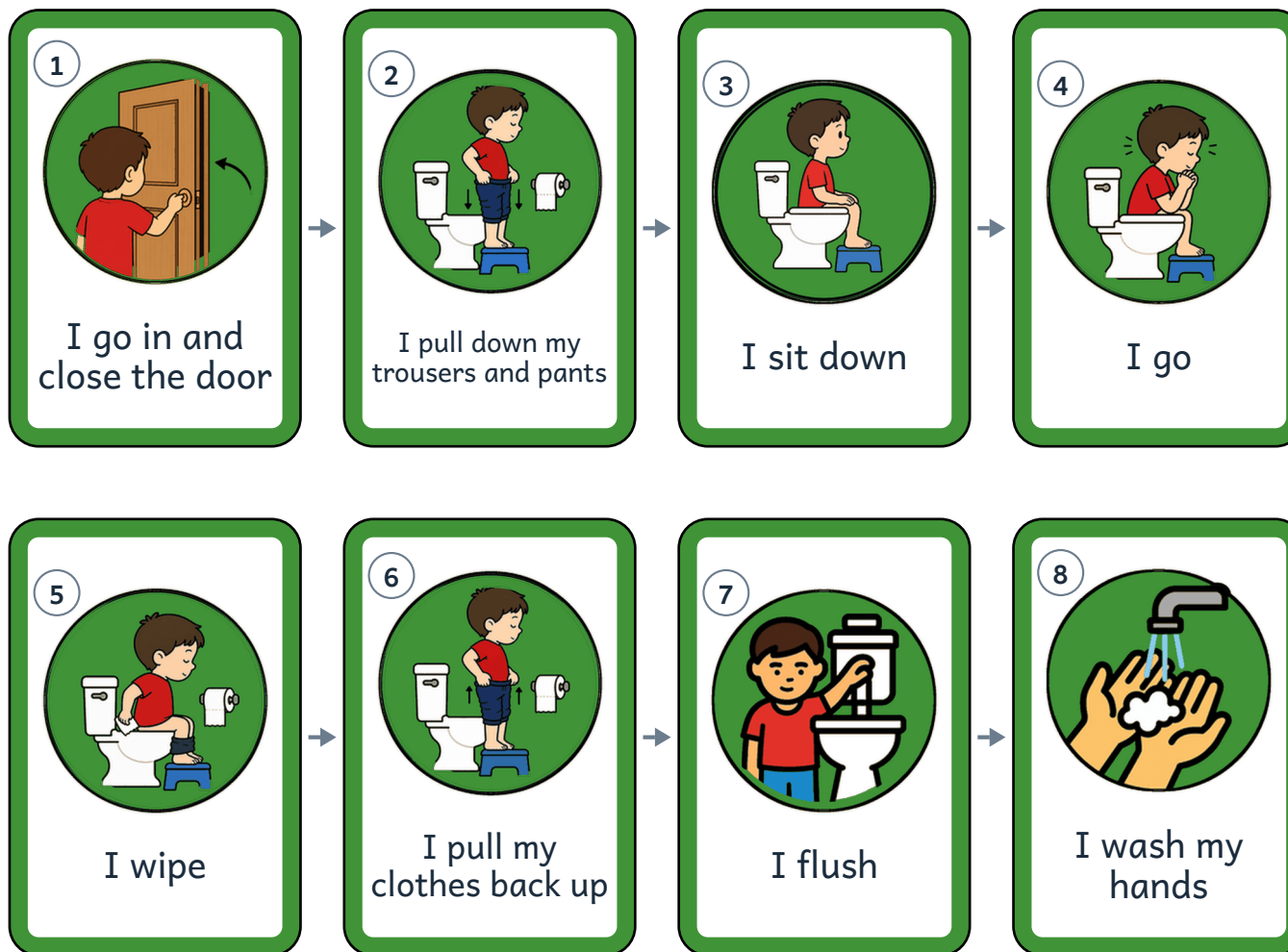


I put it away

I brush my teeth

Stick your own images here: a photo of the real object, the real place, or the gesture itself. Write the label using the words you use at home.

I go to the toilet



I go to the toilet

Name: _____ Week of: _____

1



I go in and close the door

☐

2



I pull down my trousers and pants

☐

3



I sit down

☐

4



I go

☐

5



I wipe

☐

6



I pull my clothes back up

☐

7



I flush

☐

8



I wash my hands

☐

I go to the toilet

Cut along the dotted lines. The border colour tells you the type of word.



I go in and close the door



I pull down my trousers and pants



I sit down



I go



I wipe



I pull my clothes back up



I flush

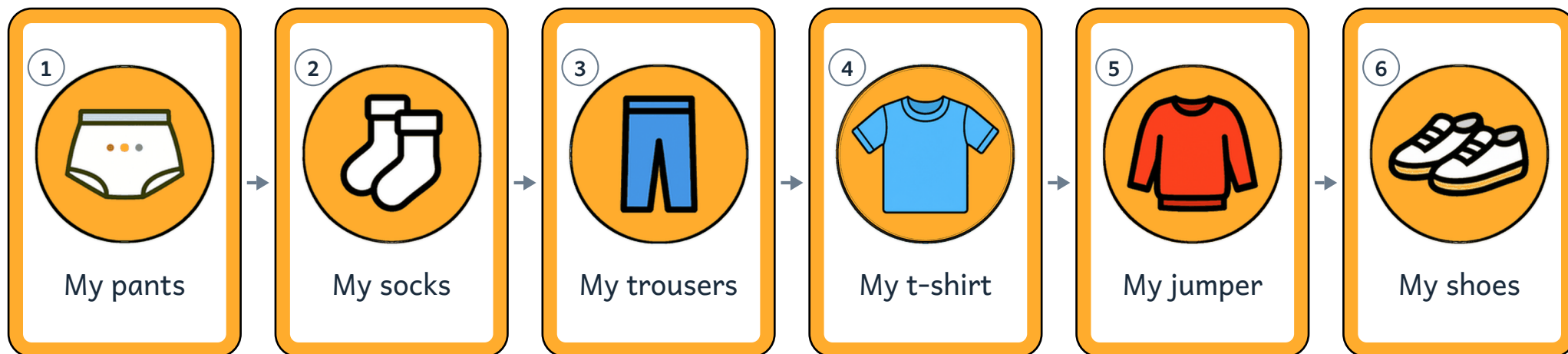


I wash my hands

I go to the toilet

Stick your own images here: a photo of the real object, the real place, or the gesture itself. Write the label using the words you use at home.

I get dressed



I get dressed

Name: _____

Week of: _____

1



My pants

☐

2



My socks

☐

3



My trousers

☐

4



My t-shirt

☐

5



My jumper

☐

6



My shoes

☐

I get dressed

Cut along the dotted lines. The border colour tells you the type of word.



My pants



My socks



My trousers



My t-shirt



My jumper



My shoes

I get dressed

Stick your own images here: a photo of the real object, the real place, or the gesture itself. Write the label using the words you use at home.

Setting up a visual routine

A visual routine makes predictable what would otherwise have to be asked for again every day. The child reads the sequence of steps instead of hearing it. Here is how to set one up without it becoming one more thing to manage.

Start with one sequence, only one

- Pick the moment of the day that gets stuck the most. Just one. A routine that is actually running beats four pinned to the wall.
- Leave the other sheets aside for two or three weeks. You will bring them out when the first one runs by itself.

Put it up at the child's height, where the action happens

- The tooth brushing strip goes in the bathroom, above the sink, at the child's eye level. Not on the fridge.
- If the sequence runs across two rooms, cut the strip in two and put each half where it is used.
- A plastic sleeve, or wide tape along the edges, is enough to hold it for several months in a damp room.

Do it together, then beside them, then from a distance

- For the first few days, show each step and name it, using the same words as the ones written on the sheet. Identical words matter as much as the images.
- Then stay nearby but let them do it, and only point at the next step.
- In the end, one sentence is enough: “look at your strip”. That is the point.

Fading the support, and common mistakes

Fading, step by step

- The aim is not for the child to keep the poster for life, it is for them to stop needing it. Support is withdrawn in small steps, in this order.
- Physical help first, then the pointing gesture, then the spoken cue, then the poster itself.
- Only withdraw a support once the step has worked several days in a row. If it slips, put the previous support back without making a thing of it.
- That is exactly what the progress chart is for: it shows what is acquired and what is not yet.

Common mistakes

- Too many steps at once. If the child drops out, cut the sequence in two and only display the first half.
- Changing the words. “Put your shoes on” one day, “get your shoes” the next: for a child who leans on language, those are two different instructions.
- Using the strip as a discipline tool. It describes what is going to happen, it is there neither to threaten nor to reward.
- Doing it for them when you are in a hurry. That is understandable, but the child then learns that waiting is enough.
- Giving up after the first week. Count on three weeks before judging.

What this pack contains

- The routine strip, to put on the wall, which gives the sequence of steps.
- The progress chart, one line per step, to tick off what is done and see what still needs support.
- The cut-out cards, to handle, sort, or build the sequence with the child rather than handing it over finished.
- The blank version, to stick in your own photos: the child's own bedroom, their own toothbrush, their own school bag.

These sheets are free to use at home, in the classroom and in practice. You may print and photocopy them as often as you need.



Evotonomia

These pictograms come from Evotonomia, the app that turns these routines into interactive missions, with a timer, points and progress tracking.

No adverts, no subscription

One-off purchase. Nothing to renew, nothing to cancel.

Works offline

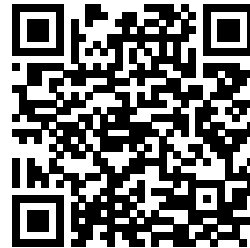
No data sent. Everything stays on the device.

Over 250 pictograms

In the Fitzgerald colour code, the convention used in AAC.



App Store



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evotonomia.be/en/ressources

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