

A Day in the Life of a Special Education Teacher in a Classroom with PCS Support

7:30 AM – Arrival and Preparation:

The teacher arrives early to prepare the classroom, organizing materials and individualized workstations, and setting up adaptive equipment. The preparation also includes reviewing each student’s care plan to ensure that their needs will be met effectively throughout the day.

8:00 AM – Morning Routine and Personal Care:

Students start arriving and are greeted by the teacher and support staff. The morning begins with personal care activities, including dressing, **personal hygiene, grooming, and mobility assistance**. For example:

- **Dressing:** Some students receive help with taking off travel gear, unfastening items, or weather-appropriate clothing. For students learning these skills, staff provide direct teaching with step-by-step guidance, while others work on generalizing these routines, cueing them and hand over hand performance of the activity.
- **Personal Hygiene:** Activities may include assisting students with brushing hair, washing faces, brushing teeth or applying deodorant, based on their individual needs and skill levels. This too may include teaching, generalizing, cueing and hand over hand support.

8:30 AM – Breakfast and Medication Assistance:

During breakfast, staff assist students with **eating**—helping them use utensils, feeding as needed, or supporting them with adaptive devices. This period also includes **medication assistance**, ensuring students take their oral medications or supporting them with delegated nursing support as prescribed.

9:00 AM – First Bathroom and Toileting Routine:

Approximately 30 minutes after breakfast, the first round of **bathrooming and toileting** takes place, helping students establish a consistent routine:

- **Toileting:** Some students receive direct teaching on using a commode or toilet chair with step-by-step assistance, while others practice generalizing these skills in various environments. Staff use visual prompts, verbal cues and hand over hand assistance as outlined in the students’ IEP/ARD.
- **Personal Hygiene:** Students are guided to wash their hands following toileting, with supports ranging from hand-over-hand assistance to verbal prompts, reinforcing hygiene routines.

9:30 AM – Teaching educational activities, PCS Skills and/or Group Activities:

Time is specifically allocated for educational activities, teaching PCS skills directly in a classroom setting. This includes:

- **Educational Activities:** Activities as outlined in the students IEP/ARD and the general curriculum.
- **Teaching Bathing and Dressing Skills:** Using visual aids, modeling, and role-playing, staff teach students steps involved in personal care tasks such as selecting appropriate clothing or washing their face and hands.

Following this, the class participates in group activities like circle time, which includes songs, stories, or sensory activities. During these, **personal care needs** are attended to as necessary, such as adjusting seating positions or helping with **locomotion and mobility** around the classroom.

11:00 AM – Second Bathroom and Toileting Routine:

About 30 minutes before lunch, the second round of **bathrooming and toileting** occurs. This session continues to emphasize **personal hygiene**, ensuring students wash their hands before lunch. The structured routine helps

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students connect toileting with hygiene practices, supporting students who have this as an educational goal as well as those who need support that aligns to PCS such as prompting, generalizing and hand over hand support.

12:00 PM – Lunch and Meal Preparation Practice:

Lunch serves as another opportunity to reinforce **eating and meal preparation skills**:

- **Meal Preparation:** Students are supported in meal prep activities like setting out utensils, assembling simple foods, or pouring drinks, with the level of assistance varying from completing the tasks for the students to more hands-off reminders.
- **Eating:** For some students, this time includes teaching them how to use adaptive utensils, while others work on generalizing eating skills with minimal prompting. For others, this may include feeding the students.

1:00 PM – Free Time, Recess, and Third Bathroom Routine:

After lunch, students have free time or recess, providing an opportunity for social interaction and leisure activities. Approximately 30 minutes after eating, the third **bathroom and toileting** routine is conducted, maintaining a consistent schedule that supports comfort and regularity.

1:30 PM – Afternoon Learning and Mobility Sessions:

Students participate in afternoon learning stations, which may involve functional academics, sensory activities, or mobility exercises:

- **Transferring and Positioning:** This includes teaching students how to safely **transfer from one surface to another** using assistive devices as needed and practicing **positioning** for comfort and participation.
- **Mobility and Escort Services:** Students practice moving between locations with assistance tailored to their needs, such as walking with supports or using wheelchairs, while staff provide guidance and reinforcement.

2:30 PM – Final Bathroom and Toileting Routine:

The last **bathroom and toileting** routine of the day takes place about 30 minutes before dismissal, ensuring students are clean, comfortable, and ready for transport home:

- **Toileting and Hygiene:** This final session prepares students for their journey, reducing the need for clean-up during transport.
- **Positioning and Transfers:** Students receive assistance with final **transfers to wheelchairs or other mobility devices**, ensuring safe and secure transportation arrangements.

3:00 PM – Individualized Care and Transitioning for Dismissal:

As students prepare to leave, staff ensure all **personal care needs** are addressed, including any last adjustments to positioning or equipment. Communication devices are updated with any necessary information to be shared with parents or caregivers.

3:15 PM – End of the Day and Planning for Tomorrow:

After students leave, the teacher reviews the day, updates documentation, and plans for the next day. This includes coordinating with paraprofessionals and specialists to ensure that each student's **personal care and learning needs** continue to be met effectively.

3:30 PM – School Wide Meetings and IEP/ARD Work to Wrap Up the Day