Toilet Training

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Objectives

- Participants will be provided with examples of materials that can be used during toilet training.
- Participants will understand the steps for toilet training individuals with autism.
- The participants will identify the difference between a student being schedule trained vs. independent.



Why do we need to concentrate on Toilet Training?

- Social Significance
- Long term benefit
- Hygiene
- Longer history of a behavior, longer to teach a skill



First...

- Consider medical reasons why a student may not yet be toilet trained and rule out any issues/concerns before starting.
 - Discuss with parents/caregivers any possible barriers to toilet training
 - Parents/caregivers may want to discuss with pediatrician before proceeding
 - Chronic constipations, loose stools, GERD, oh my!
- Consider and discuss as a team any possible changes that may occur as a result of toilet training
 - Change in diet
 - Increased controlling behaviors
 - Increased problem behavior



Considerations Before Starting

- Does the student have dry pants for up to an hour at a time?
- Do you have a potent reinforcer ready to be used?
- Can the student sit on the toilet for up to 5 minutes?
- Does the student exhibit unsafe problem behavior in the bathroom?
- Can the parents/caregivers follow the same schedule at home?
- Do you have the staff available to concentrate on this skill? Frequent trips to the bathroom?
- Have you caught the student voiding or having a BM in the toilet?
- Will you have the student sit or stand (male)
- Toilet paper or wet wipes?
- Do you need a step stool to encourage independence?



Independent vs. Schedule Trained

- Independent when a student can selfinitiate as well as perform all steps of a toileting routine including pulling pants up and down, washing hands, etc.
- Schedule Trained when a staff member prompts a student to void or have a BM on a schedule (i.e. every 30 minutes, every hour)



Where to start?

- Determine what part of the toilet training routine you should teach first.
 - For some students, they need to work on sitting on the toilet for longer periods of time first (in order to catch them voiding).
 - For some, they can void or have a BM in the toilet, but they need to learn to initiate
 - Determine what is the most important piece of the routine you should start with. What is most socially valid or significant for the student?



Reinforce, reinforce, reinforce!

- Need potent reinforcer
- Something that can be withheld the rest of the day at school
- Consider edible reinforcement as it is easily consumed
- Reinforce as close to the completion of the desired behavior as possible
- Fade reinforcement as progress is made this is not a "forever thing"



Other Materials Needed

- Timers to indicate how long to sit on the toilet, how long to be off the toilet, how long the student has access to reinforcement
- There are many different timers that are available and useful
- Different toilet seat options



Timers and Seats

















Communication

- How will your student communicate when they need to use the toilet?
- Picture, verbal, device, sign consider what will be the easiest for them to use and easiest to prompt.



Prompting

- Visual schedules
- Modeling instead of asking
- Non-verbally
- Use a timer
- Be prepared to follow-through



Visuals

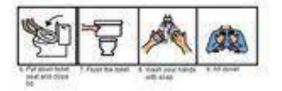


I need to go to the bathroom

Going to the Bathroom



Put use 10th 1 URBelances | Paul Relation | 4 Part in the totel | 3 Put use ut the totel | 1 Paul Relation | 1 Paul Rela



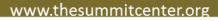
Potty Directions



FIRST	TOILET	THEN	BLOCKS
FIRST	WASH HANDS	THEN	







Example Toilet Training Schedule

- Every 30 minutes timer beeps
- Prompt child to say, "I have to use the potty/toilet"
- Child sits for 3-5 minutes
- Reward is in view (NOT available at any other time). "First pee or poop on the toilet, then____"
- Give reward immediately following success.
- If no success, repeat every 10 minutes
- Dry pants checks every 5 minutes
- Increase time (30, 35, 40 minutes) between sitting on toilet after 2 days of successful voids in toilet/little or no accidents



What to do while on the toilet

- Ideally, a child just sits and concentrates on the task at hand, however this may not be reality.
- If you need some things to occupy keep the following in mind:
 - try and keep it as tame as possible
 - attempt to fade these things out
 - you may use situational stories during this time
 - do not use the reward for voiding at this time
 - do not use things that are very similar to the reward
 - use a timer



Dry Pants Checks

• Keep a schedule for dry pants checks

• Have your child feel their pants

• Congratulate on having dry pants



Data

- Data helps you to look at the situation objectively and will help you to know when changes are needed
- You can collect data on successes and accidents
- You can graph your data
- If you need support, reach out to school staff who may be able to support you



Time frame (sat on toilet)	Time of void or BM	In the toilet	Accident	Comments		
.		U BM N	U BM N			
		UBMN	UBMN		7	
		UBMN	UBMN		7	
		UBMN	UBMN		7	
		U BM N	U BM N		7	
		U BM N	U BM N			
		UBMN	UBMN		7	
		U BM N	UBMN			
		U BM N	UBMN		7	
		U BM N	U BM N		7	
		UBMN	UBMN		7	
		UBMN	UBMN		7	
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		U BM N	UBMN		7	
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		U BM N	UBMN		7	
		U BM N	UBMN		7	
		U BM N	UBMN		7	
		U BM N	UBMN		1	
		U BM N	UBMN		KEY:	U = urir
		U BM N	UBMN			BM = bo
		UBMN	UBMN			N = not
MMIT		U BM N	UBMN			

: U = urine BM = bowel movement N = nothing

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Toilet Training Accidents

- T-shirt and cotton underwear makes it easy to spot the beginning of an accident
- Mildly startle the child ("Hey!") loudly.
- Immediately direct them to the toilet to finish.
- If they finish on the toilet, count it as a success and praise and reward
- Consider a pants alarm if needed for daytime or nighttime accidents



Tips and Tricks

- Free access to liquids
- Increased access to foods that may make the student drink more
- Consider lowering academic and other expectations when you first start
- Have students wear light colored pants and underwear so that you can see when an accident occurs in a timely manner
- Have students wear elastic waist pants for ease
- Have a lot of extra clothes available
- Social stories and apps



REINFORCE!!!!

- Controlling behaviors
- Students need to contact the reinforcement to build a history of the new behavior.



Questions??

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