

Toilet Training

Presented by Amy Armstrong, MS. Ed.,
BCBA, LBA

The Summit Center

aarmstrong@thesummitcenter.org

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 self-initiate 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




1. Pull your pants and underwear down.
2. Lift the toilet lid and seat.
3. Place the toilet paper.
4. Pile in the toilet.
5. Pull your underwear and pants up.



6. Pull down toilet seat and close lid.
7. Flush the toilet.
8. Wash your hands with soap.
9. Put down towel and close lid.

Potty Directions



pull down pants <input type="checkbox"/>	sit down on the toilet <input type="checkbox"/>	go to bathroom <input type="checkbox"/>	get toilet paper <input type="checkbox"/>
wipe <input type="checkbox"/>	pull pants up <input type="checkbox"/>	flush <input type="checkbox"/>	wash hands <input type="checkbox"/>

FIRST	TOILET	THEN	BLOCKS
FIRST	WASH HANDS	THEN	TRUCK



sit down	pants down	underwear down	sit down
pee pee in potty	get toilet paper	wipe	throw paper in toilet
underwear up	pants up	flush	wash hands

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	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	
		U BM N	U BM N	

KEY:	U = urine BM = bowel movement N = nothing
-------------	--



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??

- Amy Armstrong –
aarmstrong@thesummitcenter.org