Potty Time
Why Learn About Toilet Training?

- Milestone of independence
- Not automatic
- Some children need extra help
  - Difficulties with understanding language
  - Imitative abilities
  - Social motivation
  - Organizing/sequencing information
- Planning helps increase chance of success
  - Promotes independence
    - Use of visual supports
  - Reduces problem behaviors
Think About the Steps Involved

- Feel the sensation that you need to use the bathroom
- Find the closest restroom
- Enter the bathroom
- Pull down pants
- Sit on toilet
- Use toilet
- Get toilet paper
- Wipe
- Stand up
- Pull up pants
- Flush toilet
- Wash hands
- Leave bathroom
Is Your Child Ready?

- Are there any medical concerns?
- Any family stressors that can impact the process?
- Language/Communication
  - Does your child have a way to communicate to you that he/she needs to go to the bathroom?
  - Understand concepts related to using the bathroom
- Motor skills
  - Can your child take off his/her own pants?
- Does your child act differently or seem to notice when diapers or clothing are wet/soiled?
- Doe your child show an interest in bathroom/toilet, dressing, etc.?
Choosing Goals

- pull down pants
- pull down underwear
- sit down
- toilet paper
- I used the toilet!
- flush
- pull up underwear
- pull up pants
- finished
- wash hands
If Potty Training Is Not the Right Goal

• Name urine and bowel movements
  • For example when your child has a dirty diaper

• Teach concepts related to toileting
  • Wet/dry
  • Clean/dirty

• Change your child’s diaper in the bathroom
  • Begin flushing bowel movements down the toilet
  • Pair a picture of the toilet with going to the bathroom

• Practice dressing and undressing

• Learn to wash hands
Preparing for Toilet Training

Gather materials
• Underwear
• Powerful reinforcers
• Clean up items
• Extra clothes
• Timer
• Visual supports
• Data sheets

Identify supports
• Family commitment
• Include team
• Be positive but expect mistakes
• Be consistent and allow time to teach
Data!

• To determine:
  • Length of dryness
  • Pattern of voiding

• To identify:
  • Behaviors associated with being wet/soiled
  • Behavior that indicated that the child’s need to go
  • Where to problem solve
Looking for Patterns

• Establish the “average” time between voids
  • Schedule opportunities on shorter schedule than typical average time
• Time of day for bowel movement
• Times with more frequent voids
Plan Your Work and Work Your Plan

- Schedule frequent trips to the bathroom
- Increase liquid consumption if necessary**
  - Allows for predictability
  - Increases number of opportunities to use the toilet
  - Can speed-up the training process
- Remove diapers/pull-ups
- DATA!
- Keep reinforcers handy
- Accidents will happen

**Excessive liquid consumption can be dangerous
Allow for Self-Initiating

• As urine becomes more successful and accidents decrease, begin to increase the length of time between scheduled trips

• Fade prompts to go to the bathroom
Promoting Self-Initiations

• Verbal:
  • Model verbal language at your child’s level
  • Provide the rule, “If you need to use the bathroom you need to tell me.”

• Picture Card
  • Place picture card(s) in prominent place(s)
  • Have child hand you the card prior to entering the bathroom
  • Model language from child’s perspective
Use Supports

• A pictorial task analysis can help make toilet training more meaningful and easier to understand

• Timers can help in keeping the child on the toilet
Social Stories

• Pre-made books

• Individually designed

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**Big Kids Use the Bathroom!**

Most kids my age know how to use the bathroom. I'm learning how to use it too. It's a part of growing up.

Kids who use the bathroom on their own can stay clean and dry.

They don’t need to have their diapers changed. Their clothes stay fresh.

Other people like the way they smell.

Kids who use the bathroom on their own know it's better to use the bathroom than to have an accident.

They know when it's time to go. They go to the bathroom to use the toilet, even if they have to stop what they're doing.

That way they can stay clean and fresh smelling.

I want to stay clean and fresh too. I want to be a big kid.

So I will try to use the bathroom on my own.
Toileting Routine

- Model language
- Enter bathroom
- Pull down pants
- Sit on toilet
- Set timer
  - Sitting time ends as soon as the child voids in toilet

- Use minimum prompting
- Make it a positive experience
Stability is Important

- Use a potty seat if necessary
- Make sure your child’s feet are flat
- Provide something to hold on to if necessary
In the Bathroom

If Child Does Not Go:

• Provide verbal praise for complying with the process
• Get child dressed
• Record data
• Do not allow the child to flush the toilet
• Wash hands

Success In the Toilet!

• Provide reinforcement immediately
• Have the child complete the process
  • Wipe
  • Get dressed
  • Flush
  • Wash hands
• Record data
Accidents Happen!

• Minimize attention
  • The goal is to keep a neutral tone whole helping clean up the accident

• Immediately return to the toileting routine
  • Take child to the bathroom, set timer, etc.

• Treat any voiding in the toilet as a success
  • Reinforce

• Do not get discouraged!
Success = Reinforcement

• All successful toileting times should be reinforced with highly preferred reinforcers

• Reinforcing successful toileting is an important part of the process
Progressing Through Training

• Adjust toileting schedule
  • Use the data!

• Adjust reinforcers

• Fade yourself out of the process
  • Limit the amount of support you are providing
When Schedule Training Is Not Enough
Pants Inspections

- Dry pants checks are conducted between scheduled toileting times
- Prompt child to feel their pants
  - Provide reinforcement for being dry
Moisture Signaling Devices

- Pants Alerts
  - Tactile or auditory

Wet → Alarm → Toilet

Way too cute to throw away, so we make them reusable.

Reusable Pull Up Diapers Your Toddler Will Love
Bowel Movements
• It is not uncommon for urination training to precede bowel training
• During training, reinforce all bowel movements
  • Even if that is not specifically being targeted
• Purchase special reinforcer for bowel movements
• Ensure there is no medical complication
Bowel Movement Plan

• Data collection!
  • Are there any patterns to your child’s bowel movements?

• Prompt the child to sit on the toilet 15 min before they are likely to have a bowel movement

• If no pattern, have the child sit on the toilet 15 min first bowel movement recorded
  • Repeat this 2-3 more times during the day at a time that works best

• Have the child sit for as long as possible
  • Up to 10 min
Bowel Movement Plan

• Success!
  • Provide reinforcement and complete the sequence
• No bowel movement
  • Say something neutral
  • Provide a 10 min break
  • Repeat
• Collect data!
Rituals/Routines

- When having a bowel movement becomes wrapped up in a routine
- Use a shaping procedure to change that routine
  - Make changes slowly
- Collect data!
Nighttime Training
Strategies

• Limit fluids
• Have your child use the bathroom right before bed
• Use reinforcement for staying dry through the night
• Bell and pad device
Fears Associated with the Bathroom
Common Fears

• Fear of the bathroom
• Afraid of sitting on the toilet
• Fear of hand dryers
• Afraid of flushing the toilet
Desensitization

• Shaping procedure
  • Working towards your goal in small steps
  • Each step is introduced gradually
  • Reinforcement is provided along the way

• Some examples:
  • Distance – getting closer and closer to the bathroom
  • Time – increasing the amount of time the child is in the bathroom
  • Sitting – increasing the amount of time the child has to sit on the toilet