

“When you gotta go...”  
(A toilet training workshop for  
parents and caregivers)

FEBRUARY 25, 2021

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# Objectives

- ▶ Recognize toileting readiness and pre-requisite skills
- ▶ Review materials needed for the training process
- ▶ Discuss various toilet training methods
- ▶ Learn how to collect and interpret data
- ▶ Identify methods for troubleshooting

# First things first....

- ▶ There is no set age/benchmark/ideal number out there for a starting point
- ▶ Girls vs. boys
- ▶ Everyone goes at their own pace
- ▶ Some people just don't go that much
- ▶ Kids are smart



# Are you ready?

- ▶ Really. Are YOU ready?
  - ▶ Time
  - ▶ Consistency/Follow through
  - ▶ Money
  - ▶ Space
  - ▶ Materials
  - ▶ Mentally/Physically/Emotionally



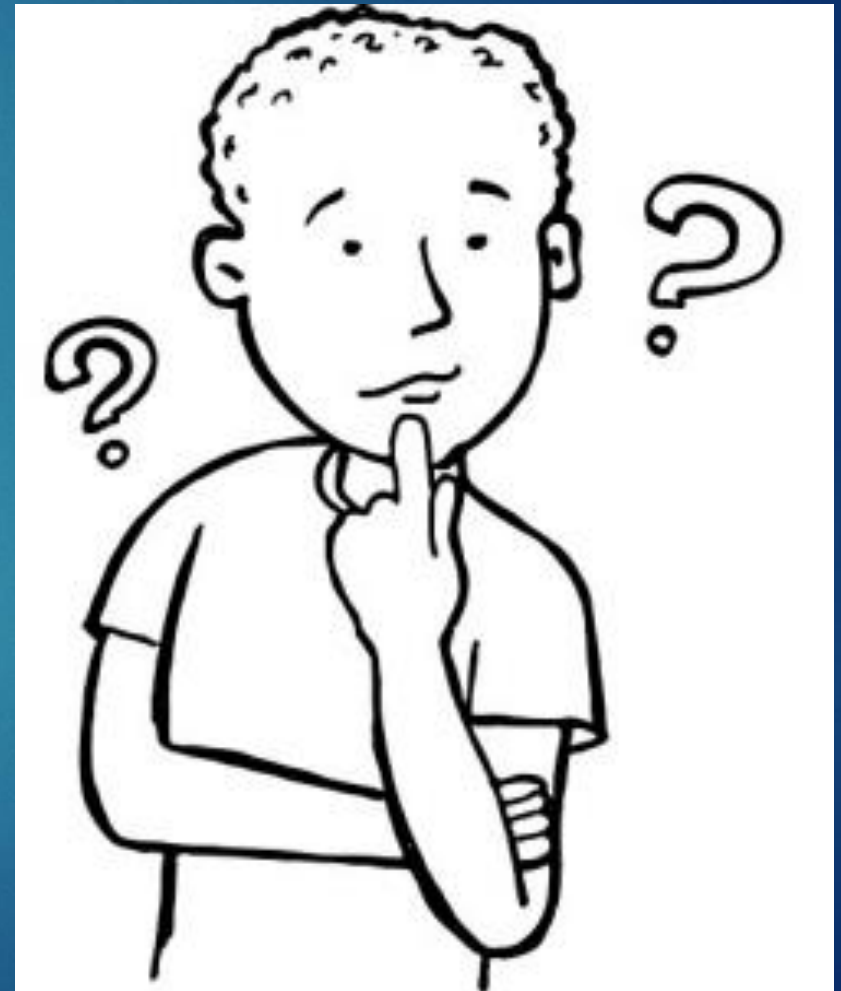
# Is your child ready?

- ▶ Pre-training data
  - ▶ Patterns/trends
- ▶ Observations
  - ▶ Toleration of bathroom (general)
  - ▶ Toleration of toilet
  - ▶ Response to soiled diaper
  - ▶ Remaining dry for longer periods of time
  - ▶ Knowledge of difference between wet and dry



# Also consider....

- ▶ Additional items to rule out/examine
  - ▶ Dietary needs
  - ▶ Medical needs
  - ▶ Illness
  - ▶ Routine changes (i.e., family, school)
- ▶ Additional skills to keep in mind
  - ▶ Dressing/undressing
  - ▶ Handwashing



# Materials Needed

- ▶ Underwear
- ▶ Easy to remove clothing
- ▶ Reinforcement
- ▶ Liquids
- ▶ Snacks
- ▶ Timer
- ▶ Visual Supports
- ▶ Other



# Underwear

- ▶ Several pairs/packs
- ▶ Have child pick them out
- ▶ Note
  - ▶ Minimal use of pull ups/diapers



# Reinforcement

- ▶ Only for toileting successes
  - ▶ Administration information coming....
- ▶ Highly motivating
- ▶ There IS something for everyone
- ▶ Examples: DVD's/movies, YouTube videos, music, edibles, toys, people, special trips, sensory items/activities, technology



## Reinforcement Inventory

Child: \_\_\_\_\_ Date: \_\_\_\_\_  
 Person Completing Form: \_\_\_\_\_

*Instructions: The items in this questionnaire refer to things and experiences that may give a child joy, satisfaction, and/or pleasurable feelings. For each item, activity, and event, check one option in the columns below that indicates how much this individual "enjoys" the described item, activity, or event. Some of them will not apply.*

Description of Potentially Reinforcing Items, Activities, and/or Events	Not at all	1-5 times a month	5-10 times a month	Weekly	Daily	Never Introduced
<b>A. Food Items</b>						
Candy						
Raisins						
Cereals						
Nuts						
Chips						
Cake						
Cookies						
Ice cream						
Beverage						
10. other foods						
<b>B. Entertainment</b>						
TV Shows						
a.						
b.						
c.						
Music - type or favorite songs						
a.						
b.						
c.						
Going to events						
Painting						
Bike						
Table Games						
Skating						
Video games						
Coloring						

Description of Potentially Reinforcing Items, Activities, and/or Events	Not at all	1-5 times a month	5-10 times a month	Weekly	Daily	Never Introduced
Chewing on straws						
Movies						
<b>Arts and Crafts</b>						
Playing an instrument						
Singing						
Dancing						
Drawing						
Building Models						
Excursions						
Ride in Car						
Visit Relatives/Friends						
Picnic						
Lunch/Dinner Outing						
Go to the store						
Go for a walk						
Amusement Park						
Go to a mall						
<b>Social/Interactions</b>						
Social Praise						
Being hugged						
Being touched						
Group Activities						
Talking with Others						
Time Alone						
<b>Domestic Activities</b>						
Setting table						
Making bed						
Sweeping						
Dusting						

# Liquids/Snacks

- ▶ Liquids
  - ▶ Water
  - ▶ Gatorade/Sports Drinks
- ▶ Snacks
  - ▶ Preferred: salty



# Other Items to Consider

- ▶ Use of regular toilet vs. toilet training toilet
- ▶ Shoes/sandals/crocs/barefoot
- ▶ Tarp
- ▶ Designated area(s) of the house
- ▶ Sensory needs
  - ▶ Toilet seat/cushion
  - ▶ Foot stool

# Visual Supports

- ▶ Icons for requesting
- ▶ Visual schedules
- ▶ First/then
- ▶ Social Stories

# Toileting Method #1

- ▶ “The Essentials”
  - ▶ Take child at “essential” times: waking up, before/after all meals, bath time, bed time
  - ▶ Best for:
    - ▶ The child that doesn’t urinate or have BMs all that often
    - ▶ The child that may be already used to/exposed to a schedule like this

# Toileting Method #2

- ▶ “Right Place at the Right Time”
  - ▶ Take some baseline data
    - ▶ Find out if there is a trend in when they typically go/have wet/soiled diaper/pull ups
  - ▶ Take just before those times or activities
  - ▶ Also take note of:
    - ▶ Places they may go to (i.e., they always hide behind a certain chair, or go to a certain corner of the room)

# Toileting Method #3

- ▶ “Bathroom Boot Camp”
  - ▶ Set up camp in the bathroom...literally EVERYTHING you need
  - ▶ Child sits on toilet all day long (at least first two full days of training...and/or until they have at least 2 successes, and NO accidents)
  - ▶ Brief breaks following successes on toilet, or meal times
  - ▶ Best for:
    - ▶ Child that can/will sit for long periods of time
    - ▶ Child that may have more behaviors getting on and off the toilet frequently



# Toileting Method #4

- ▶ “On Again Off Again”
  - ▶ Interval schedule, starting at 5 minutes (sit on toilet for 2 minutes, every 5 minutes)
  - ▶ Increase by 5 minute intervals
    - ▶ Criteria: at least 1 success AND accident free for 2 consecutive days
  - ▶ Upon reaching 30 minute interval, intervals increase by 15 minutes
  - ▶ Suggestion: remain in/near the bathroom until interval reaches at least 15 minutes...or until you're comfortable moving farther away
  - ▶ Most intensive method!
  - ▶ Best for:
    - ▶ Child that needs a lot of repetition to get a concept

# Which one?

- ▶ Depends on....
  - ▶ You/Your team
  - ▶ Your child
  - ▶ Trial and error
  - ▶ The data



# Collecting Data

- ▶ Why? It's Important!
  - ▶ Recognizing patterns/trends
  - ▶ Recognizing success/failure
  - ▶ Helps us troubleshoot/modify our training



# Interpreting Data

- ▶ Things to look for:
  - ▶ Time of day successes or accidents are happening
  - ▶ Length of time between:
    - ▶ Successes
    - ▶ Accidents
    - ▶ Drinking and a success/accident
    - ▶ Eating and a success/accident
    - ▶ Certain activities/events and a success/accident
  - ▶ May also look for:
    - ▶ More successes with certain people?
    - ▶ Certain toilets/locations?

# Carrying it out...

- ▶ How will you communicate to the child it's time to go?
  - ▶ Timer
    - ▶ Note: Re-setting following successes and accidents
  - ▶ Visual Schedule
  - ▶ Verbal communication
  - ▶ Other prompting
- ▶ How will the child communicate?
  - ▶ Verbal, Icons, Communication Device
- ▶ Honor ALL requests!

# Successes

- ▶ When the child has a success:
  - ▶ Reinforce HEAVILY!
  - ▶ Deliver food/item or give access to activity as soon as possible following the success (and re-dressing, washing hands)
  - ▶ Behavior specific verbal praise
  - ▶ Fade over time/with more successes



# Other “successes”

- ▶ “Dry pants checks”
  - ▶ Periodically check, and have the child check/feel pants
  - ▶ Dry pants = success/celebration/reward, different from toileting success reward





# Accidents

- ▶ When the child has an accident:
  - ▶ Be firm, but not mean with verbals/explanation of accident
  - ▶ Have them change their clothes (or do as much as possible)
  - ▶ Have them clean up mess (or do as much as possible)

# Troubleshooting

- ▶ Make changes to the schedule
  - ▶ Going too much? Not enough?
- ▶ Vary reinforcement
  - ▶ Preferences change
  - ▶ May need options/choices
- ▶ Modify visual supports
- ▶ Location
  - ▶ Are certain bathrooms/toilets more preferred/comfortable?
- ▶ Standing vs. sitting?

# Troubleshooting (continued)

- ▶ Re-evaluate diet
  - ▶ Changes to types of food/liquid intake throughout the day
  - ▶ Methods for getting more food/liquid intake
- ▶ Talk to a doctor
  - ▶ Health/medical concerns preventing success
  - ▶ Medications/other supplements to increase success

# Troubleshooting (continued)

- ▶ GET CREATIVE!
  - ▶ Running water
  - ▶ Hands in warm water
  - ▶ Waterfalls (machines, sounds, movie clips, etc.)
  - ▶ Tickling
  - ▶ Sitting on toilet with pull up/underwear on
  - ▶ Cutting slits in pull up
  - ▶ Cheerios/other items in toilet
  - ▶ Special toilets/toilet seats
  - ▶ Toilet training apps/games/videos
  - ▶ Toilet training dolls/toys
  - ▶ Underwear under a pull up
  - ▶ Toileting alarm
  - ▶ Have child watch you go
  - ▶ You/siblings/others get their reinforcement with a toileting success

# BM Training

- ▶ Generally comes after child is urination trained
- ▶ BUT, some end up happening at the same time
- ▶ Pre-training data: patterns/trends

# BM Training (continued)

- ▶ Different foods/drinks needed
  - ▶ Foods high in fiber
  - ▶ Prune juice
- ▶ May want different/more highly preferred reinforcement
- ▶ Take child around/just before they usually have a BM, and/or have eaten foods that will make them go
- ▶ Longer sitting period (at least 5 minutes)

# BM Troubleshooting

- ▶ Talk to a doctor
  - ▶ Milk of Magnesia
  - ▶ Suppositories
  - ▶ Other supplements/medications
  - ▶ Dietary changes/needs
  - ▶ Medical: digestion, constipation, other

# Night Training

- ▶ Usually comes after child is daytime toilet trained and/or can stay dry for several hours at a time
- ▶ OR, if you know when they have an accident in the middle of the night, AND are willing to wake them up to go, you can
- ▶ Reinforcement upon waking for staying dry





# The End Result

- ▶ When is the child “fully trained?”
  - ▶ When accidents no longer happen...for the most part
  - ▶ When he/she can go at very least 1 hour, if not 2 before going again (AKA, maintain a “regular” schedule/routine)
  - ▶ When he/she can tell you they have to go, or go on their own into the bathroom when needed



# What if?

- ▶ What if he/she has limited/no communication? Can't/won't tell me he/she has to go?
  - ▶ Continue to use a schedule/timer
  - ▶ Have your child wear a watch, or use a timer on his/her communication device/iPad
  - ▶ Work on increasing consistent/independent communication via sign, icons, communication device, verbal, other

# What if?

- ▶ What if my child will only go to the bathroom on one toilet/in a certain bathroom?
  - ▶ Try using different toilets from the beginning, so they aren't used to that routine
  - ▶ Include that in your social story, or make social stories for using other bathrooms
  - ▶ Have special reinforcement for using the bathroom outside of the regular/home setting

# Resources

- ▶ Google
- ▶ Microsoft Word
- ▶ Clip Art
- ▶ Boardmaker
- ▶ Other helpful items for material prep
  - ▶ Cardstock, poster board, construction paper
  - ▶ Lamination
  - ▶ Actual pictures/icons/clip art

# Additional Tips

- ▶ Be as supportive and as positive as possible!
  - ▶ Praise even the smallest successes
- ▶ Consistency is key!
  - ▶ With everything, and everyone, everywhere!
- ▶ Be persistent!
- ▶ Be patient!
- ▶ Language
  - ▶ Don't ask, TELL
  - ▶ Use of "potty" vs. "bathroom" (you and your child)

# Questions?

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