

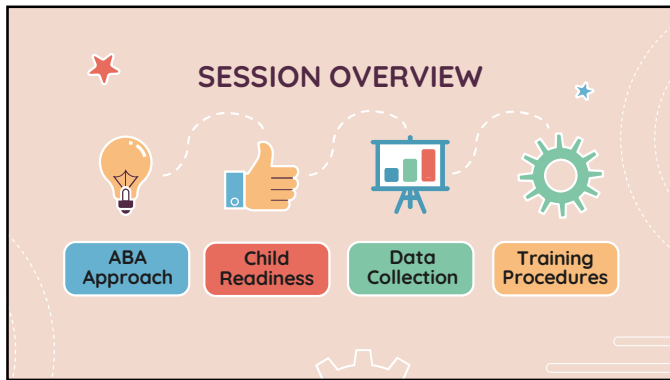
TOILET TRAINING ESSENTIALS FOR CHILDREN WITH AUTISM

Lindsay Muncey, MA, BCBA & Amanda Prater, MA, BCBA

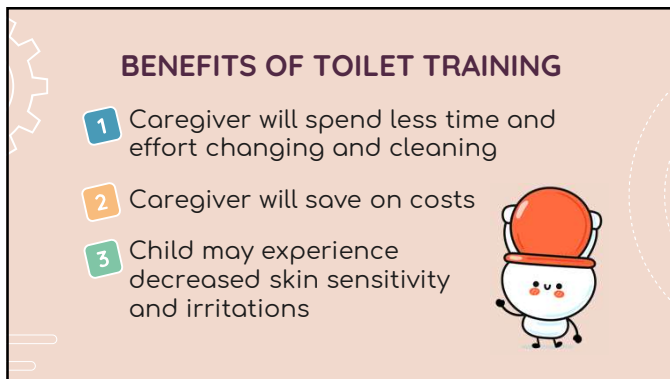
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BENEFITS OF TOILET TRAINING

- 4 Child will experience increased levels of independence
- 5 Child will have more time to engage in other activities
- 6 Child will have increased pride and dignity






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ABA APPROACH TO TOILETING

- Utilize principles of reinforcement
- Ongoing data collection
- Changes based on data

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DIFFERENTIAL REINFORCEMENT

 When they have successes on potty, they get their best rewards	 When they sit on potty but don't have a success, they get something they like but not their BEST	 Respond to accidents with minimal attention and a neutral response
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CONSIDERATIONS BEFORE TOILET TRAINING

- ✓ Age
- ✓ Medical conditions or medications that may affect toileting
- ✓ Any upcoming life changes or stressors (birth of sibling, moving, new school)
- ✓ Any anticipated breaks in training

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CONSIDERATIONS BEFORE TOILET TRAINING

- ✓ Can your child follow simple directions?
- ✓ Can you identify multiple items/activities that your child loves?
- ✓ Is the team in agreement that it's okay that other programming may take a back seat during toilet training?

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Not quite ready?

What now?

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WHILE YOU'RE WAITING...

- ▶ Keep child dry by changing diapers frequently
- ▶ Be sure not to be too playful while changing diapers
- ▶ Place child on the potty at routine times (morning, before, bath, bedtime)
- ▶ Identify any patterns of bowel movements.



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- ▶ Start putting stools (if not runny) from diaper in the toilet and showing the child where the poop goes. Let the child flush the toilet...but remember to not make this a fun game.
- ▶ Change the child standing up in the bathroom
- ▶ Get your child more active in the process (pulling up/down pants, throwing away wet diapers)



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TOLERATION TRAINING

Your child may need to start with:



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OUR RECOMMENDATIONS



Potty seat that installs on your toilet [LINK](#)

Potty seat with steps/ladder attached [LINK](#)

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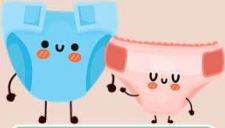
COMMUNICATION

The team will need to decide on:

- ▶ Type of communication
- ▶ Specific vocabulary
- ▶ Visual supports needed

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- ▶ Underwear is best, but not always practical
- ▶ Underwear with pull-up on top can work
- ▶ Pull-ups or diapers are fine at night until fully trained during the day
- ▶ [Try this toileting alarm](#)




DIAPERS, PULL-UPS OR UNDERWEAR?


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How often will the child be taken to the bathroom? (based on timeline)  **TIMING**

PROMPTING  How will the child be prompted in the bathroom?

- ▶ Wiping
- ▶ Pulling down/up pants (do not allow child to take off pants all the way)
- ▶ No buttons, snaps, or belts (make it easy for the child to pull down/up pants)
- ▶ Hand washing


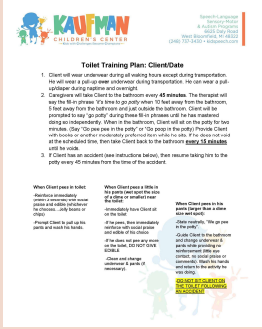
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 **REINFORCEMENTS & CONSEQUENCES**

- ▶ What does the child get when seated on the toilet?
- ▶ What does the child get for urinating on the toilet?
- ▶ If the child has an accident, what will happen?

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TOILETING PLAN

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1 IDENTIFY REINFORCERS
Choosing items or activities

Highly preferred
to reward successful voids on the toilet

Moderately preferred
to reward sitting on the toilet

and **ONLY** delivered for successful voids

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2 PREPARATION
A checklist of what you'll need

Lots of extra clothes and underwear in each setting


Rewards Datasheets Timer

Extra fluids, salty snacks

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3 COLLECT BASELINE DATA
Is data necessary? YES!

- ▶ Knowing your child's daily/weekly patterns will help you determine a toileting schedule that will be successful.
- ▶ Wet/dry checks are typically done for a few days prior to starting toilet training.

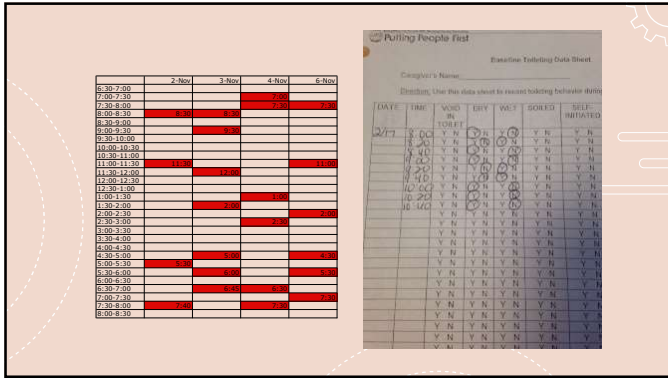


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4 DETERMINE SCHEDULE

- ▶ After collecting baseline data, determine patterns of eliminating
- ▶ Average the time between accidents
- ▶ Set the schedule lower than the average time between accidents
- ▶ Graph baseline data so you can compare to how the child does during training

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5 BEGIN TOILET TRAINING

Extra drinks

- ▶ Check with MD how much liquid is acceptable
- ▶ Give extra drinks to allow more opportunities for toilet during the training period
- ▶ Steady consumption of 8-10 cups per day should be the goal
- ▶ Get liquids other ways (watermelon, popsicles, ice)

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SCHEDULE TRAINING

- ▶ Have the child wear the determined clothing during all waking hours (underwear only, underwear with pull-up over)
- ▶ Take the child to the bathroom at the specific time
- ▶ Communicate you are taking the child to the bathroom using sign, pictures, or vocalizations





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SCHEDULE TRAINING

- ▶ On the way to the bathroom, stop a few times and ask "where are we going?" prompt "bathroom" or similar phrase using sign or vocalization
- ▶ Stop just outside the bathroom and prompt "bathroom" sign or vocal response again
- ▶ If appropriate, prompt the child through pulling down pants and underwear
- ▶ Have the child sit on the toilet for approximately 3 minutes

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 Provide moderately preferred item for sitting on the toilet

If the child voids on the toilet, provide access to highly preferred item, along with enthusiastic praise and attention 

If the child does not void, take them to the bathroom again within 15-30 minutes, rather than waiting for next scheduled sit 

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ACCIDENTS


- ▶ If the child has an accident, neutrally state, “we go pee in the potty” or another statement
- ▶ Guide the child to the bathroom, with minimal attention, to change their clothes and prompt through hand washing
- ▶ The child does not sit on the toilet or access preferred items while in the bathroom

A cartoon character of a white potty with a red lid, a face with eyes and a mouth, and small legs. It has some red squiggly lines around it, possibly representing sound or movement.

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POSITIVE PRACTICE FOR ACCIDENTS

- ▶ Overcorrection procedure that can be used
- ▶ Punishment based
- ▶ Quickly taking the child from the spot of the accident to the toilet and back again, 3-10 times (do not criticize or scold, use a neutral tone)
- ▶ Should be used in combination with differential reinforcement procedures


A cartoon character of a white potty with a red lid, a face with eyes and a mouth, and small legs. It has some red squiggly lines around it, possibly representing sound or movement.

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POSITIVE PRACTICE FOR ACCIDENTS

This practice for accidents is not always a step of the toileting program. It depends on:

- ▶ Size of child
- ▶ Ability to use punishment procedure in setting
- ▶ Comfort of caregiver

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CHANGING THE SCHEDULE


- ▶ After a predetermined number of successful days with no accidents (approximately 3), increase the schedule
- ▶ Make sure to date the new schedule starts on the datasheet
- ▶ Monitor the frequency of accidents and successful voids to continue to make changes



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TRAINING AT NIGHT

- ▶ Reduce or limit the amount of liquids or food consumed several hours before bedtime
- ▶ Establish a consistent bedtime routing
- ▶ Have a regular time for going to bed at night
- ▶ Toilet immediately before going to bed
- ▶ Toilet anytime the child wakes during the night
- ▶ Toilet immediately upon waking in the morning



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INITIATIONS

Once the child initiates to use the bathroom a few times in a row:

- ▶ Eliminate or significantly reduce the schedule
- ▶ Eliminate asking if the child has to use the bathroom
- ▶ Remind the child only as you would any child (before long trips, before getting dressed, etc.)

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FAQs

- 1. My child urinates on the toilet, but we are having problems with BMs. What do we do?
- 2. My child will only successfully go on the toilet with one parent. What do we do?
- 3. If my child has multiple accidents, is it okay to put them in a pull-up?
- 4. If I do not want to put my child in underwear only, can I put underwear over a pull-up?

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RESOURCES

Some content from this presentation is from [Mary Babera Consulting](#) and [Milestone Autism Resources](#)

See the last page of the toilet training toolkit for additional resources and products:

- ▶ Toilet seats
- ▶ Alarms
- ▶ Books/videos
- ▶ Literature

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WRAP-UP

- 1. Consult your team if any medical or procedural concerns pop up along the way
- 2. Schedule a meeting with your BCBA if you are interested in discussing the possibility of beginning toilet training
- 3. Prepare to do some preparations prior to starting a toileting session

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