

# Toilet Learning

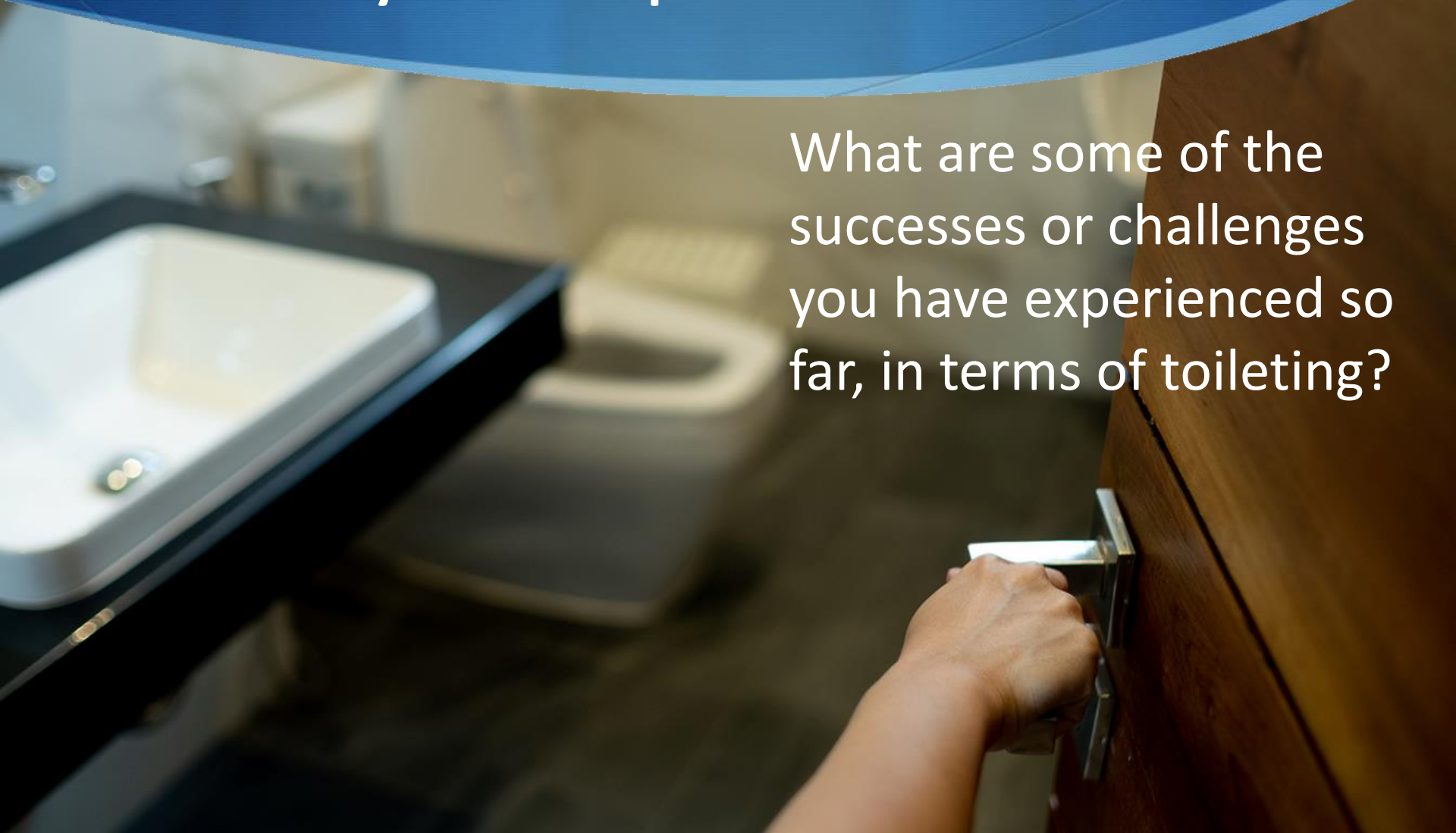


# Learning Objectives

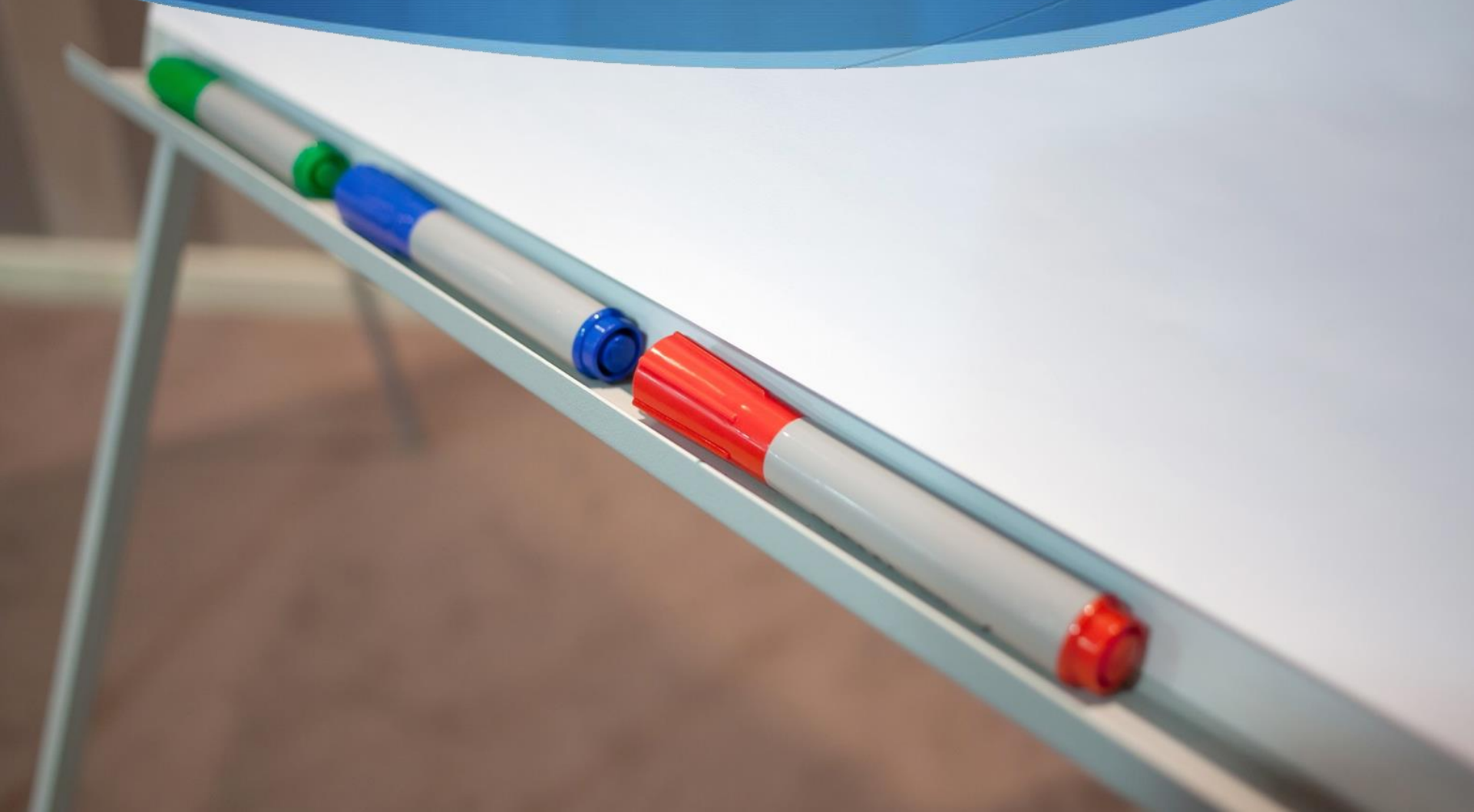
1. Identifying toileting readiness
2. Common strategies for readiness
3. Strategies for intervention
4. Data collection strategies

# Let's talk about your experiences!

What are some of the successes or challenges you have experienced so far, in terms of toileting?



# Activity: Myths & Facts





# On average, kids are:

- Daytime bladder trained at **36 months**
- Bowel and bladder trained by **24-48 months**
- May not be nighttime bladder trained until they are between **5-7 years old**



# On average:

- It takes **6 months** for daytime bladder training and **6-7 months** for daytime bowel training
- The earlier kids start toilet training the longer it takes
- Girls typically train faster than boys





# Readiness Signs: Developmental Readiness

- **Consider chronological age versus developmental age**
- **Developing an understanding of the toilet, what it is used for, and that others use it**
- **An understanding of the expectations of a toileting routine**



# Readiness Signs: Developmental Readiness

- **Child asks or shows to have diaper changed, lets you know they dislike being in a wet or dirty diaper.**
- **Sits for 3 minutes with a preferred activity**
- **Starting to imitate you or other children**





# Readiness Signs: Physical Readiness



- Regular and somewhat predictable bowel movements
- Child can stay dry for 1 to 2 hour stretches during the day
- Child does not have a history of constipation, urinary tract infection, diarrhea, or illness

# Readiness Signs: Communication Skills



## Receptive

Does your child understand and follow the steps involved in toileting?



# Readiness Signs: Communication Skills



## Expressive

Does your child tell an adult they need to use the washroom?

Ask an adult to have diaper changed and inform you of discomfort?



# Strategies to Help Develop Readiness

- Change diapers in the washroom
- Put bowel movement in the toilet and allow your child to flush it
- To help your child feel wetness, try training pants with plastic covers or cloth underwear under the pull up
- Provide a model for your child to watch

# Strategies to Help Develop Readiness

- Use a visual schedule to teach steps
- Pair the washroom with positive events
- Teach sitting on the toilet
- Label 'washroom' by using words/pictures/signs when your child indicates the need to go or at a the scheduled time

# Signs of Constipation



- An extremely large stool
- Infrequent and incomplete bowel movement
- A very hard stool
- Small amounts of pellet-like stools
- A distended, full-appearing belly



# Signs of Constipation



- Abnormal loss of appetite
- Stomach aches
- Straining really hard when trying to make a bowel movement
- Occasionally bleeding from the anus (anal fissures)
- Unusual body language like clinging, hiding or freezing

# Dealing with Constipation



One of the first goals to attain before starting a toilet learning routine is a soft stool



# Dealing with Constipation



- Increase clear fluid intake
- Gradually increase fiber intake
- Decrease milk intake to recommended amounts
- Seek medical help if more frequent than once every 3 days, ensure not a gastrointestinal issue



# Dealing with Constipation

<https://fliphtml5.com/crdl/abhz/basic>

# Anxiety

Expressed in refusal to use toilet, holding pee or poo, behavioural outbursts



Anxiety can be about using unknown washrooms, using it in front of strangers, etc.

# Sensory Issues

**Sound:** noise of the flush; loud noises in washrooms; sound of something falling in the toilet

**Touch:** texture and warmth/coolness of toilet seat, brands of toilet paper or wipes, feel of water to the buttocks if it splashes up

**Discomfort Sitting:** needing to feel secure on the toilet seat



# What Can You Do to Help Your Child Be Successful?

- Gradual exposure
- Each step is successfully displayed for three days before moving to the next step
- Start at the level that you know your child will be successful at



# What Can You Do to Help Your Child Be Successful?

- Praise and reward your child for small attempts that are gradually getting closer to success



# What Can You Do to Help Your Child Be Successful?



- Social Stories
- Read stories or watch videos on children going through the toilet training process



# Bathroom Accessibility

- Does your child have independent access to the bathroom?
- Can your child get on and off the toilet independently?
- Is your child afraid of the bathroom?



# Privacy Issues




- Privacy is an important issue, particularly for older children
- Taking privacy into consideration increases independence

# Sitting on the Toilet





# Data Collection

- Maintain present home routine – **do not** change anything yet
  - Gather data about your child's current toilet routine for at least a week- use a baseline toileting data sheet
  - Collect data from different environments such as home and school, as well as different people, like parents, teachers, and other caregivers
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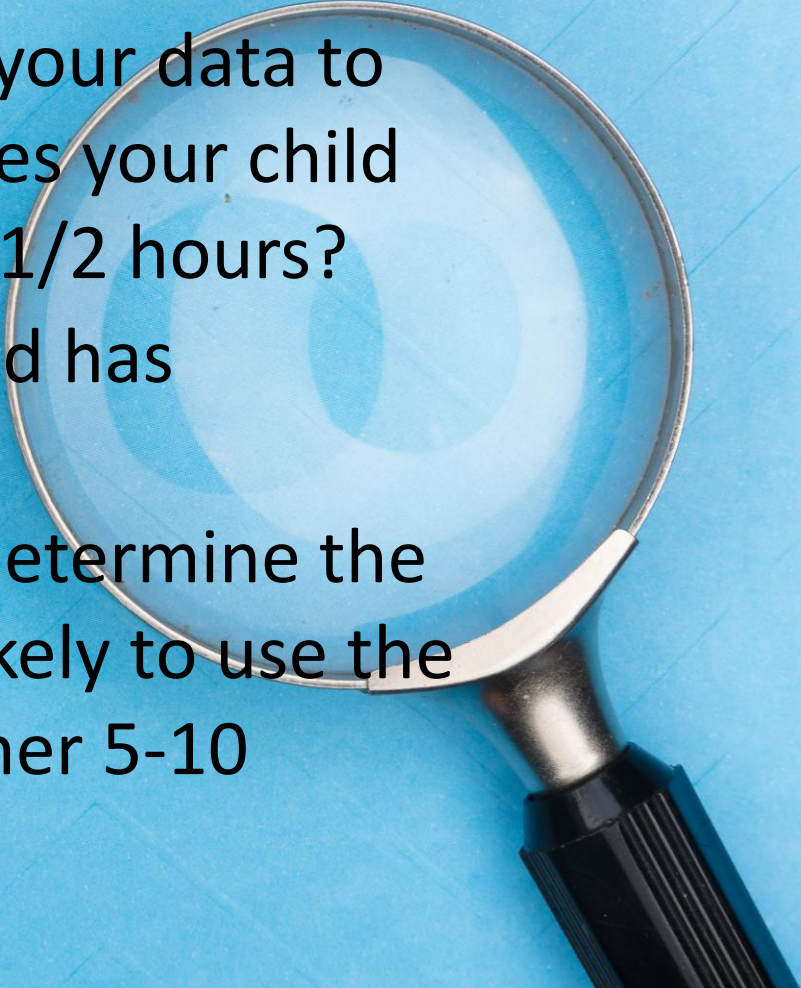
# Data Collection

- It is best to have your child stay in diapers during the data collection phase
- Check child's diaper on a consistent time schedule
- Make notes of food and drink if possible





# Analyzing Data

- After one week, evaluate your data to identify any patterns – does your child stay dry for at least 1 and 1/2 hours?
  - Determine when your child has accidents/successes
  - Based on the data taken determine the times your child is most likely to use the bathroom, and take him/her 5-10 minutes before that.
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# Choosing a Method to Toilet Learn

## Time/Schedule Training

Child is guided to the toilet on pre-determined schedule

## Sensation Training

Child is guided to the toilet when they show signs of elimination

## Combination



# Reinforcement

The delivery or removal of something immediately following a response/skill, which increases the likelihood that the response/skill will occur again

Alberto & Troutman, 2003



# Reinforcement

- Tangible item: keep it simple and low cost
- Verbal praise, high-fives, or social time with a favourite person
- Have several available so your child does not become bored/satiated
- Exclusive: limit the reinforcer to toileting





# Delivering Reinforcement

- Immediate
- Contingent
- Descriptive
- Frequent
- Paired
- Brief



# Common Links in Methods

Sensation and  
Time/Schedule training  
both include:

- Increasing fluid intake
- Positive reinforcement
- Graduated guidance
- Redirection to toilet  
during or after  
accidents



# Combination of Methods

## Time/Schedule Training

Guide your child to the toilet based on time interval pre-determined by toileting data

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## Sensation Training

Guide your child to the toilet when your child displays signs of elimination



# Intervention

(Using Combination Method)

1. Commit to toilet training
2. Create clear boundaries and reduce distractions
3. Keep reinforcers in the bathroom, out of reach
4. Provide your child some choice: help you pick out soap, towel, toilet seat, potty, etc.
5. Provide clothing that will be easy to pull up and down

# Intervention

(Using Combination Method)

6. Continue to use social narratives and visual schedules if applicable
7. Offer frequent drinks
8. Guide your child to the toilet with a phrase like “lets go pee”, “time for bathroom” at scheduled time
9. If they show physical signs of starting to go bring to toilet immediately



# Intervention

(Using Combination Method)

10. Have them sit on the toilet for a couple of minutes
11. With success increase the scheduled time intervals
12. Reinforce your child if he/she eliminates (even a tiny bit!)
13. Casually guide child off toilet if your child does not eliminate in toilet.



# What's Next?

- Create a toileting routine, and take child on a pre-determined schedule
- Continue to record data so you can track your child's success
- Have the child sit on toilet at this time
- Role modeling could be helpful
- Say "Time for Toilet." Avoid asking if the child needs to urinate
- Be consistent in all environments

# Dealing with Accidents



- Consider your reactions, as well as your child's response
- Reinforce "good" toileting behavior
- Following an accident, take your child to the bathroom and encourage him/her to sit on the potty
- Use a neutral approach during clean up
- If possible, involve your child in his/her own clean up

# Considerations when setting goals:

- Your parenting style, your child's learning style, different temperaments in play
- If your child has prerequisite skills to ensure success
- Everyone involved prepared to commit time and energy; need to be consistent
- Goals are small and attainable





# If success is not at hand:

- **Take a break!**
- Some literature suggests a three month break from the routine before trying again



# Think of immediate goal options:

Start small so your child is successful!

Examples:

- Acquiring pre-requisite skills
- Will consistently and successfully void on toilet



# Getting Started

- **Make the atmosphere calm, relaxing, fun**
- **Read stories, watch videos on toileting, and provide a good role model**
- **Provide clothing that is easy for your child to pull up/down**
- **Take data so you can catch successes**





# Getting Started

- **Use visual schedules if necessary**
- **Make sure your child feels safe and secure on the toilet**
- **Start to change your child in the bathroom**
- **Consider sensory issues; ask Occupational Therapist for strategies**



# Remember:

- Keep a positive attitude
- Be consistent
- Be patient
- It takes time to learn. Do not expect changes overnight





# Try out these strategies at home!

If you need more help, we're here for you:

**ERINOAK**KIDS  
*Centre for Treatment and Development*

**Brampton | Mississauga | Halton**  
**905-855-2690 (toll free 1-877-374-6625)**





# Appendix

The following slides are for in person presentations only (and then, only if necessary). Not to be used with virtual presentations.

Use SLIDE #47 as end slide  
in all cases

# Questions?

We appreciate your participation and  
feedback.

Please fill out and hand in your  
Feedback Form

# References

Alberto, P., & Troutman, A. C. (2009). *Applied behavior analysis for teachers*. Merrill Prentice Hall. Upper Saddle River, NJ.



# Resources

## Children's Books:

- The Rugrats Potty Book
- Once Upon a Potty
- Muppet Babies: I Can Go Potty (with Baby Kermit)
- Sesame Street Toddler Books: I have to go with Grover
- What to do with your Potty
- Fred Rogers: Going to the Potty
- Your New Potty

# Additional Resources

## **Children's Books:**

- The Potty Book
- Flush the Potty, by Ken Wilson-May
- The Princess and the Potty, by Lewison & Brown
- I Love My Potty, by Lara Jones
- Toilet Learning: The Picture Book Technique for Children & Parents, by Alison Mack
- Caillou – Potty Time, by Joceline Sanschagrin
- The Potty Book for Girls, by Alyssa Satin Capucilli
- Parents Book of Toilet Teaching, by Joanna Cole

# Additional Resources

## **Children's Videos:**

Bear in the Big Blue House – Potty Time with Bear

Once Upon a Potty

It's Potty Time



# Additional Resources

## **Web Sites:**

[potty-training-solutions.teachable.com/](http://potty-training-solutions.teachable.com/)

[babycentre.co.uk/](http://babycentre.co.uk/)

[www.ablebaby.com](http://www.ablebaby.com)

[www.pullups.com](http://www.pullups.com)

[www.pottytrainingconcepts.com](http://www.pottytrainingconcepts.com)

[www.zipbaby.com](http://www.zipbaby.com)