

Modified Toilet Training/Toileting

A. General Guidelines

1. The goal of toilet training is for the student to defecate and to urinate in the toilet, attain his/her maximum level of independence in toileting.
2. Scheduling
 - a) Toileting in the commode may be accomplished before the student is fully aware of body functions or is able to communicate toileting needs to the caregiver.
 - b) Readiness of the student is essential for full participation, or independent toileting. There is no set age. The student may be between 2 and 3 years of age, or older if handicapped.
 - c) The decision to toilet-train a student should be made, and written plans discussed and agreed upon by the caregivers at home and at school, and when appropriate for the student. If the student is handicapped, the IEP committee will write short-term goals for the student and may include dressing skills without overwhelming the student.
3. Diet
 - The appropriate diet, including the type and amount of food and fluid intake at regular interval is important to toilet training.
4. Activity/exercise on a regular basis is important.
5. Psychosocial issues
 - Some students are fearful of the bathroom and/or toilets being flushed. Others do not understand or recognize the elimination of body wastes as being a natural occurrence. Soiling the diaper may be a way for a student to gain attention, etc.

B. Equipment

1. The toilet or potty in the appropriate size, placed at the appropriate height with the feet on the floor or on a box. When a bedpan is used, it is helpful to have the student positioned as nearly in a seated position as possible.
2. Supplies for hygiene – The toilet tissue, sink with warm and cold water, soap dispenser, and paper towels should be accessible to the students.

PROCEDURE FOR MODIFIED TOILET TRAINING / TOILETING

Essential Steps	Key Points and Precautions
1. Determine the elimination pattern for stool and urine through hourly diaper checks.	Document wet, stool or dry diaper over an eight-hour period daily for 2 weeks.
2. Record the amount and type of fluids the student ingests each day for 2 weeks.	A special diet may be required for some students. When appropriate a diet high in fiber and liquid may be helpful in maintaining regularity.
3. Determine readiness of the student for toilet training.	For student participation, he/she should be able to sit for 3-5 minutes, remain dry 1 ½ hours, follow simple commands. Unusual or traumatic events in the student's life should be considered.
4. Coordinate the planning and implementation of the procedures with caregiver at home. Include the student when appropriate.	Consistency in all of the procedures on weekends and holidays is important. Determine the type of reward whether verbal, food, etc. for student cooperation/participation. Reward only success. Make no comments on failure or inappropriate behaviors.
5. Set realistic goals for 2-4 scheduled trips to the toilet or bedpan daily for one week without making changes.	Schedule according to the documented record for typical times of elimination, usually 15-30 minutes following a meal. Bowel training is usually established before bladder training is attempted.
6. Prepare the student for the procedure.	
7. Wash hands and don gloves.	Explain the procedure to the student in a positive manner that it is time to go to the bathroom.
8. Maintain the privacy and dignity of the student.	Universal precautions.
9. Position the student comfortably and safely on the commode, bedpan or potty.	Speak softly. Remove clothing in a private area, appropriate for the student.
10. Remain with the student.	The toilet seat should have an opening that is small or large enough for the student's buttocks. The toilet seat (or potty, bed pan) should be at the height of the student's knees in a seated position, or place a box for resting the feet. Handrails may be required for safety.
11. Provide appropriate praise.	You may read or talk to the student, don't force him/her to sit a few minutes.
12. Assist the student in wiping the genital area.	Do not scold if the student was not successful.
13. Remove used gloves.	
	Girls wipe/clean from the front to the back

PROCEUDRE FOR MODIFIED TOILET TRAINING (page 2 of 2)

Essential Steps	Key Points and Precautions
14. Dress, or assist the student in pulling up his/her pants.	
15. Assist the student in washing his/her hands. Wash your hands.	Use soap, running water, dry appropriately.
16. Return the student to the classroom.	
17. Put on new gloves and clean the toilet area. Wash your hands.	If a potty or bedpan was used, empty the contents in the commode, clean and rinse the equipment and pour the water into the commode; not in the sink.
18. Record the procedure on the daily log. Note and report any unusual occurrences.	Record successes as well as wet or soiled diapers for one week.
19. Keep accurate records.	
14. Evaluate the program.	
15. Adjust the schedule.	Maintain daily feedback to and from caregivers. Do not make changes in the schedule during the first week.

