

# TOILETING PLAN

## Phase 1:

The student will learn to urinate when taken to the toilet by someone else at regular intervals in the toilet training setting and stay dry in between toilet trips in the toilet training setting.

## Activities

- Record how often the person is wet.
- For one week check the individual every 30 minutes to see if he/she is wet or dry and record if wet or dry. If wet, change pants as usual. Calculate the average length of time the person stays dry (e.g. if over 6 hours person is wet 6 times, average dry time is one hour; if over 6 hours person is wet 3 times, average dry time is 2 hours). Get an overall average by adding the per day averages and dividing by the # of days (e.g. total daily averages of: 60 minutes + 90 min. + 45 min. + 80 min. + 75 min. over 5 days = 350 min./5 days = 70 minutes).
- Use the average dry time to determine toileting schedule for trip training. At the appropriate time, using the appropriate communication strategy (i.e. verbal, gestural, sign, PEC or a combination of these), indicate it is time to use the washroom. Have the person respond back (e.g. say toilet or have him give you the photo/symbol/PEC for toilet) and take the person to the bathroom.
- In the bathroom, use hand-over-hand instruction to assist the person to pull down pants, etc. As the “dry time” has been calculated, the person should need to urinate at this interval. Stay on the toilet until urination occurs OR sit for 5-10 minutes, 5 minutes off, repeat until urination occurs.
- The key is catching it the first few times.
- When urination occurs in the toilet, provide the reinforcers you selected as soon as the person is finished. Also provide lots of praise and other positive feedback.
- Assist the person to wipe, get up, flush, and pull up pants, using hand-over-hand instruction. Record the data of successful use of the toilet.
- If wet in between times, ignore, change into dry clothes at scheduled time and record this accident. If consistently wet at this interval, reduce the time interval by 15 minutes.

## **Long-Term Goal:**

To improve self-care skills for greater independence in school and home environments.

### **Objective A:**

\_\_\_\_\_ will become independent in his/her toileting routine

#### **Current Level of Function:**

- Wears diapers/pull-ups at school \_\_\_\_ and at home \_\_\_\_
- Diaper/pull-up is wet \_\_\_\_/soiled \_\_\_\_ when taken to the washroom
- Will sit on toilet but does not urinate; \_\_\_\_ have a bowel movement on toilet
- Indicates when urinating or moving bowels (i.e. shows awareness)
- Wears underpants at school \_\_\_\_ and at home \_\_\_\_
- Has regular \_\_\_\_ or occasional \_\_\_\_ bladder accidents at school \_\_\_\_ or home \_\_\_\_
- Has regular \_\_\_\_ or occasional \_\_\_\_ bowel accidents at school \_\_\_\_ or home \_\_\_\_

#### **Has Demonstrated the Following Prerequisites:**

- Able to stay dry and clean for at least 30 – 60 minutes
- Able to sit for at least 5 minutes
- Apparent dislike/awareness of wet/dry or dirty/clean pants

