

Toilet Training 101

When and How to Get Started

Considerations Prior to Starting Toilet Training



Are there underlying medical conditions?

Consult your doctor if you have questions or concerns about any possible medical conditions that may interfere with toilet training.



Do you have the time?

Toilet training takes time and energy, so you need to plan accordingly. Ensure you don't start around a planned vacation or a busy time in your schedule.



Do you have enough support?

Everyone involved (e.g., parents, school team, staff teams) should be committed to actively participating in training to ensure consistency.

How Do I Know if the Person is Ready for Toilet Training?

The following pre-requisite skills should be present before starting:

- ◆ they appear to know when they are urinating or having a bowel movement (e.g., change in facial expression, squirming, they hide)
- ◆ they can sit for 2-5 minutes at a time
- ◆ they can hold their bladder and remain dry for around 2 hours
- ◆ they have consistent urinations or bowel movements
- ◆ they can follow simple instructions and perform some of the basic skills involved such as pulling their pants up and down and flushing the toilet

I'm Ready to Begin Toilet Training: Where Do I Start?

Bring the person to the toilet at scheduled intervals

The general interval to start with is 30 minutes. Take the person to the washroom every 30 minutes and increase the time in between visits after consistent success

Reward system

Find a highly motivating item or activity to reward the person when they successfully void in the toilet. Provide lots of praise for successes and during intervals when their pants are dry

Accidents happen!

Accidents are an important part of the learning process; they are teachable moments. Guide the person to the washroom when they have an accident. Remain neutral, and do not provide a reward. Provide neutral feedback (e.g., "Pee goes in the toilet.")

Cicero, F. R., & Pfadt, A. (2002). Investigation of a reinforcement-based toilet training procedure for children with autism. *Research in Developmental Disabilities*, 23, 319-331. doi:10.1016/S0891-4222(02)00136-1

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