



Parent Notes

# Module 4

**Toilet Learning: Planning for better behaviour**

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# In brief

## In this module you will:

- develop and implement a daily routine incorporating toileting opportunities for your child.
- identify attending the toilet as a high-risk situation for your child's difficult behaviour.
- provide your child with five toileting opportunities a day.
- ensure the toileting opportunities are more than one hour apart for urine.
- time toileting opportunities so they don't interfere with other activities (e.g. ensure that you have timed toileting to occur before a favourite TV show).
- help your child sit on the toilet for no longer than three minutes.
- ensure you have all necessary equipment handy.

Don't be concerned if your child is not passing urine or bowel motions into the toilet by this stage. Sometimes this skill takes several weeks to learn. The important thing is to keep going with what you have been doing and to be consistent.

# Planning daily routines



**See Module 4 Pages 2-3**



**4A**

**See Workbook Page D-1**



Once you have completed exercise 4A in your workbook, return to the Pants Check sheet (Parent Notes, Module 1, page 9). Can you see a pattern for when your child is passing urine? Is it a certain period of time after meals or drinks? (Maybe there is no pattern to be seen.) Highlight on your sheet the times that your child passes urine more frequently.

The times that your child is more likely to pass urine are:

- waking in the morning or after a daytime sleep
- before meals and or snacks
- before sleep time
- before leaving the house for an outing
- upon returning home from an outing
- before play, a favourite TV program or favourite activity.

Using a combination of your child's urination pattern and your daily routine, schedule at least five times during the day to provide your child with a toileting opportunity. Make sure the times you have selected to toilet your child do not clash with other daily events (such as a favourite TV program). Allow enough time on the schedule. The same rules apply for looking for a pattern for bowel movements.

When you are selecting toileting opportunity times for urine ensure that the times are more than one hour apart. Do not make your child sit on the toilet for longer than three minutes.

Once you have established what times are best suited for toileting, schedule toileting opportunities into your family's daily routine. (You may have to adjust these times over the next few weeks.) Some of the toileting opportunities might be at different times on weekends due to your family's routine.

Once you have established suitable times, establish a Toileting Opportunities sheet (Parent Notes, Module 4, page 11).

# Planning for high-risk times



See Module 4 Page 5



4B

See Workbook Pages D-2 and D-3

Can you think of particular times of the day or different places that make toileting your child even more difficult?

## High-risk situation: long journeys

Many parents may identify travelling in a car as a high-risk activity while teaching their child toileting skills. Some careful planning is important, for example:

- Ensure your child has used the toilet before he leaves the home.
- Explain that it is going to be a long trip
- Plan for suitable toilet stops, perhaps every hour.
- Be aware of the location of suitable public toilets on familiar routes.
- Provide suitable protection on the car seat.
- Bring a change of clothes.
- If the trip is very long you may wish to place your child in a nappy/pull-up with underwear underneath as well as providing frequent toilet stops.

# Planned toileting routine



See Module 4 Pages 6-9



4C

Read the notes on planned activity routines and develop a routine that will provide your child with a toileting opportunity.

1. Identify a particular high-risk situation for your child.

*For example: Attending the toilet.*

2. Select interesting activities for your child to engage in during this situation.

*You may wish to use a toilet toy to assist with toileting activities. This is a new toy that your child has access to **while sitting on the toilet only**. Other interesting activities could include blowing bubbles, reading a book, singing or playing a hand-held game.*

*If you use a toilet toy keep control of the toy. For example, hand the toy to your child when he follows your instructions and get it back off him once the toileting opportunity is finished. If your child starts behaving in a difficult way, take the toy away until the behaviour ceases.*

3. Decide on behaviour you expect from your child during this situation.

*This is an individual decision based on your child's current skill level. Some children may be consolidating their toileting skills, such as passing urine in the toilet while others may be needing assistance to sit on the toilet without any expectations of passing urine. This is the behaviour that you are going to reward. Remember each child has a different skill level. Some children may get rewarded for just entering the toilet-room while others may be rewarded for passing urine or bowel movements in the toilet.*

4. Decide on the behaviour you do not want from your child in this situation.

*Some difficult behaviour that your child may demonstrate when told to attend the toilet could include sitting on the ground and not moving, or maybe stamping feet and yelling. Remember the telephone test when describing this difficult behaviour.*

5. Select positive consequences for your child for engaging in desired behaviour.

Positive consequences can include a sticker chart, a 'pick' from a reward box or a hug.

### IN FOCUS

Ideas for positive consequences:

- time with parent
- stickers/stamps
- bubbles
- music
- food treats
- reward box

#### Selecting positive consequences

Try to choose positive consequences that are new and exciting (but inexpensive). They also need to be realistic (i.e. don't promise a trip to a favourite place if you can't leave straight away) and take just a few moments (e.g. watch a three-minute cartoon, not a movie).

*Some parents offer different rewards for different toileting activities, for example, a food reward for passing urine in the toilet and a choice from the reward box for passing a bowel motion into the toilet.*

6. Select negative consequences for your child for engaging in prohibited behaviour.

*In most cases you don't need to use negative consequences when your child is learning toileting skills. Not getting a positive consequence is enough incentive for the child.*

*If your child is doing a preferred activity and refuses to cooperate with toileting activities, stop the preferred activity (turn TV off, take toys away) until the toileting task is complete. Explain to your child that he can return to the preferred activity once the toileting task is complete.*

*For example if your child is watching a DVD or video pause it and instruct your child to go to the toilet, telling him that the program is waiting for him to return.*

7. Consider practising your planned activities routine in a lower risk situation.

*When learning any new skill it is important to ensure that the timing is right.*

*Ensure that your child is not tired or unwell and start the activity when you don't have many other commitments or distractions, such as visitors or planning for a big event.*

*It is best to start toilet learning in a familiar environment, for example home.*



# Implementing your planned toileting routine



**See Module 4 Pages 8-9**

1. Prepare in advance.
  - Ensure you have all the equipment necessary.
  - Have your Toileting Opportunity sheet ready.
  - Ensure all members of the family are aware of their tasks.
  - If you have chosen to use a 'toilet toy' make sure you have it available (purchased and ready to use).
  - Have suitable positive consequences available.
  - Begin toilet learning at a time of low stress (for example, during the day, not in the morning when you may be rushing to get other children off to school).
2. Talk to your child about rules.
  - Refer back to your toilet 'Do' rules and make sure you communicate the rules in a way that is easy for your child to understand (e.g. use the toilet learning book or simple instructions).
3. Complete the activities associated with the high-risk situation.
  - Complete the toileting activity, helping your child in tasks that he is learning and using labelled praise with the tasks he can do unassisted. Don't be disappointed if your child does not pass urine or a bowel motion into the toilet.
  - If your child refuses to attend the toilet you may need to show him the toilet toy to encourage him to attend.
  - Remember the skills that you have learnt in Module 2. Give your child effective instruction.

4. Hold a follow-up discussion with your child.

- When the toileting opportunity is completed, talk with your child about how things went. If he is able to converse, get him to tell you which things he did well. Praise him for the things he has done well.
- Provide your child with a positive consequence if he has done well.

5. Refine and review your planned activities routine.

- Immediately after you have used your routine, think about how it went. Think about any improvements you might make the next time.
- What skills did your child do well? Does he need further assistance with some tasks, such as climbing onto the toilet, or pulling down his pants?
- Can you practise these tasks during other activities throughout the day?

**Remember: set easy goals at first and work up to a more difficult situation.**

# Planned activities monitoring form

**4C****See Workbook Page D-5**

Use the Planned Activities Monitoring Form in the workbook to keep a note of whether or not you carry out each step when you are providing your child with toileting opportunities.

## Your toileting homework

1. You don't need to choose a second high-risk situation. It is now time to provide your child with regular toileting opportunities using your planned activity routine for toileting.

If you require additional equipment, such as a toilet toy, ensure that you have purchased them before you commence.

Discuss what positive consequence you will use for an alternative behaviour and make sure it is available. Make sure all family members understand what this positive consequence will be and have it available.

2. Try out your planned activity routine in conjunction with your Toileting Opportunities sheet at the end of these notes (Parent Notes Module 4 page 11).
3. Continue to use the procedures outlined in Parent Notes, Modules 2 and 3.
4. Continue to measure/record when your child is passing urine or a bowel motion and when you are providing toileting opportunities.
5. Refer back to your Toileting Skills list (Parent Notes Module 1 page 8) and tick off any toileting skills that your child has learnt.
6. Continue to add to your Action Plan.



# Toileting Opportunities

Child's name: \_\_\_\_\_ Week starting (date): \_\_\_\_\_

Day of week	pants	toilet	pants	toilet	pants	toilet	pants	toilet	pants	toilet	pants	toilet	pants	toilet	pants	toilet	pants
Time																	
6am																	
7am																	
8am																	
9am																	
10am																	
11am																	
12noon																	
1pm																	
2pm																	
3pm																	
4pm																	
5pm																	
6pm																	
7pm																	
8pm																	

KEY: T = Toilet Opportunity; WT = Wee in toilet; PT = Poo in toilet; WA = Wee Accident; PA = Poo Accident;