



Parent Notes

Module 5

Toilet Learning: Developing more skills in your child

Contents

In brief
Teaching your child new skills
Writing objectives for the skills you will need
Breaking a skill into parts
Toilet learning book
Ways of teaching skills to your child
Your child at school
Your toileting homework

In brief

In this module you will:

- select appropriate toileting skills to teach your child.
- set objectives for the toileting skills to teach your child. Your objectives will include a:
 - description of the skill to be learnt that passes the 'telephone test'
 - statement of the conditions under which your child will use the skill
 - statement of how well your child will use the skill.
- identify the parts of the toileting skills you are going to teach.
- decide which teaching methods you will use to teach your child toileting skills.
- negotiate and liaise with others who are teaching your child toileting skills, such as other family members and school staff.

Teaching your child new skills



See Module 5 Pages 3-4

Over the last few weeks you will have been providing your child with lots of toileting opportunities. All children are different and learn at different rates. Some children may be passing both urine and bowel motions into the toilet while others may be passing only urine into the toilet. Some may now be sitting on the toilet when previously they wouldn't even go near the toilet.

Keep teaching your child new toileting skills and providing lots of opportunities to learn and practise new skills.

Choosing new skills for your child to learn

If you feel that your child has successfully developed her toileting skills, complete this exercise with the objective to developing new skills in other areas. If your child is still learning toileting skills, consider the skills yet to be learned when you are completing this exercise.



5A

See Workbook Page E-1

Writing objectives for the skills you will teach



See Workbook Page E-2

When writing objectives for the skill of attending the toilet, include:

1. A description of the skill to be learnt.
 - Clearly describe the behaviour you expect (remember the ‘telephone test’).

Example: When Trent is asked to attend the toilet he will walk with me to the toilet, be assisted with removing his clothing and to get onto the toilet. He will then pass urine in the toilet while sitting down. Once he has passed urine I will assist him to get off the toilet, redress and to wash and dry his hands.
2. A statement of the conditions under which your child will use the skill
 - Prepare any equipment you need, such as a toilet reducer (children’s toilet seat) or a step to access the toilet and equipment to assist with communication, such as picture of a toilet, if required.
 - Set up any reminders to help you. For example you may have to have a Toileting Opportunities sheet handy to remind you to prompt your child at appropriate times of the day to attend the toilet, or you may have to give physical assistance with removing clothes. On completion of this program you might need to continue to use charts as a reminder or prompt.
 - Prepare everything beforehand. For example you may need to fill in the relevant parts of the toileting charts and have them in an appropriate place in the house.
3. A statement of how well your child will use the skill (how well you will expect her to carry out the skill after she has learnt it, taking into account the skill, the child and any physical limitations she may have). This will include:
 - **accuracy**, for example, she can correctly point to a picture of a toilet when needing to pass urine or a bowel motion
 - **quality**, can be measured by the number of ‘urine or bowel accidents’ (remembering that all children will occasionally have an accident)

- **time**, your child may not be passing urine straight away when you provide her with a toileting opportunity. Success may be measured by your child successfully sitting on the toilet for 1–3 minutes.
- **speed**, such as washing hands in a set amount of time.

IN FOCUS

Putting it all together – toileting examples

Given what: A toilet reducer and a step to the toilet

Does what: Tom will sit on the toilet.

How well: For 1—3 minutes

Given what: Regular timed toileting opportunities

Does what: Tom passes urine and bowel movements into the toilet.

How well: No longer requires the use of nappies or pull-ups

Given what: Access to toilet paper

Does what: Tom wipes his own bottom.

How well: Until there is no poo on the paper



5B

See Workbook Page E-2

Complete exercise 5B – write an objective for one of the toileting skills that you are teaching your child.

Breaking a skill into parts – toileting example



See Module 5 Page 8

Child with many related skills and who learns quickly	Child with fewer related skills and who learns more slowly
Parts of skill	Parts of skill
Walk to toilet	Asked to attend toilet
Pull down pants	Assisted to toilet
Sit on toilet	Pull down pants
Pass urine in toilet	Climb up onto toilet
Wipe self	Sit on toilet
Get off toilet	Pass urine in toilet
Pull up pants	Unroll toilet paper
Flush toilet	Wipe self
Wash hands	Climb off toilet
	Pull up pants
	Flush toilet
	Assisted to sink
	Turn on tap
	Pick up soap
	Rub hands together
	Put soap down
	Rinse hands
	Turn off tap
	Dry hands

Toilet Learning Book

If you have already been using a toilet learning book, it might be a good time to see if it needs to be updated. If you haven't used one yet, you can introduce it now to help your child learn these new skills. See Parent Resources for more details on how to make a toilet learning book.

Ways of teaching skills to your child



See Module 5 Pages 9-11

Teaching by showing

The most effective way to teach someone is by showing them. Attending the toilet is no different. Sometimes children are kept away from the toilet due to hygiene reasons or modesty.

Take your child into the toilet when you need to pass urine. Talk her through what you are doing (for example, 'I'm just going to sit on the toilet' and 'Now I'm going to unroll some toilet paper.'). Once you have finished on the toilet, offer your child a 'turn'. Seeing a trusted parent use the toilet can help a child overcome any fears she may have and help her learn.

The best role model is the same gender as the child. But if this is not possible in your home, still encourage your child to observe you. A male role model should sit down to pass urine if this is what you are teaching your male child. Your local library may have a book that suits your needs or you can use the Are You Ready? DVD (see Resources page 2).



Step-by-step teaching

Use the Toileting Skills list (Parent Notes Module 1 page 8) to help you break toileting skills into parts.

Your child at school



See Module 5 Pages 12-14

Specialist schools and special development schools will aim to teach your child toileting skills. Most schools provide their students with regular toileting opportunities at set times during the day, and some also keep records of when your child is toileted and whether she passed urine while being toileted.

It would be useful to find out the times that the school is toileting your child and try to continue to use these times over the weekend to help your child develop a routine.

Because the skill of attending the toilet is used at both home and school it is important to communicate openly and regularly with school.

Let school know the following:

- Any equipment that you may be using such as a toilet reducer or step.
- Any positive reinforcements that you are giving your child, and what behaviour needs to be demonstrated to receive it.
- If you are using the Pants Check sheet (Parent Notes Module 1 page 9) or Toileting Opportunities sheet (Parent notes Module 4 page 11).
- What skills have been learnt well at home.

Your toileting homework



See Module 5 Page 16

1. If your child is not yet passing urine into the toilet continue to provide toileting opportunities using your Toileting Opportunities chart. Remember, all children learn at different rates.
2. Reflect on the skills that your child has developed since you commenced the Signposts program.
3. Add to your Action Plan using some of the strategies in this module to develop new toileting skills in your child.
4. Check that the strategies in your Action Plan are still the most relevant, and continue to carry out your plan.