

**Para-educator/Parent
Training Package
on
Toilet Training
(Short Term)**

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NOTE: The lessons in this package were designed for children of both sexes. Masculine pronouns are used merely for brevity and convenience.

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INTRODUCTION

Purpose:

This package is designed to help you teach a child to completely toilet himself. At the end of instruction, the child should be able to:

- a. go to the toilet
- b. pull down his/her pants
- c. urinate and/or have a bowel movement
- d. wipe if necessary
- e. flush the toilet.

Readiness of the Child:

If previous training was particularly unpleasant for you or the child, you should consider the following *before* using this program:

Toilet Training is a major concern for all of us. When attempts to train the child result in failure, it is natural for you to become frustrated. Often, this frustration leads to impatience and scolding, which tends to hinder progress, rather than help it. If this has happened, it is better to have another adult (e.g., father, mother, aunt, uncle, neighbor, etc.) teach the program.

BEGINNING TOILET TRAINING

Readiness of the Child: (continued)

The child may have developed a negative attitude toward the toilet. If so, make no further attempt at toilet training for another 30 days. During that time:

- a. Reward the child (with candy, a hug, etc.) every time he goes near the toilet. (DO NOT force him.) Gradually require him to move closer to the toilet before giving him the reward.
- b. Once he will approach the toilet, have him take his favorite stuffed animal (e.g., teddy bear) to the toilet. For example, say “(JOHN), THE TEDDY BEAR HAS TO GO POTTY. TAKE HIM POTTY.” *Immediately* reward him when he does.

Your child is ready for this package if he:

- has a regular pattern of urination and bowel movements
- can walk without help
- is able to grasp small objects (e.g., articles of clothing, pieces of paper)
- can follow directions (e.g., “GO TO THE POTTY.” “PULL DOWN YOUR PANTS.”)

BEGINNING TOILET TRAINING

Materials Needed:

To complete the program, you will need the following:

- a kitchen timer
- eight pairs of cotton briefs or panties (these should be large enough so the child can easily pull them up and down)
- quiet games, books, puzzles, crayons, coloring books, etc.
- various drinks (e.g., soda pop, water, juices; avoid milk as it may lead to constipation)
- snacks (salty foods, such as pretzels, soda crackers, etc.)
- a copy of the [MAINTENANCE CHART](#) (see pages 21 & 22)
- a copy of the [PROGRESS CHART](#) (see page 23)
- a copy of the [REMINDER CHART](#) (see page 24).

BEGINNING TOILET TRAINING

Getting Ready:

You are ready to begin toilet training the child after you:

1. Make sure everyone is out of the house except you and the child. If you have other children, arrange for someone to take care of them for the day (e.g., a relative or a neighbor).
2. Set up two chairs in or near the bathroom, one for you and one for the child. If you are in a room that is carpeted, place a plastic sheet beneath the child's chair to prevent damage (in case of accidents).
3. Have the following items on a tray, nearby:
 - a timer
 - the child's favorite drinks
 - some salty snacks
 - 8 sets of briefs or panties
4. Place a copy of the REMINDER CHART and the PROGRESS CHART where they can easily be seen (on the mirror, door, or wall).

Place:

Conduct the training in or near the bathroom. If your bathroom is small, work in the hallway or a room right next to the bathroom.

BEGINNING TOILET TRAINING

Times:

Scheduling.

If possible, try to schedule training before or after lunch (8:00 a.m. to lunch time, or lunch time to 4:00 p.m.). If it becomes necessary, conduct training during lunch, however, use the child's lunch as a reward for correct behavior. That is, when the child correctly uses the toilet, or has dry pants when you check, praise him and give him part of her lunch. Continue this procedure until he has eaten all of his lunch.

It is unlikely that the child will want a big lunch, since he will have been drinking a great amount of liquid and eating snacks during training. Therefore, it is best to provide a small lunch, which has been prepared ahead of time.

Duration.

Training is completed when the child completes *all* the steps on the [PROGRESS CHART \(see page 23\)](#), by himself, 3 times in a row. It may take as little as 3 hours, or as long as several days, depending on how much time you spend on training each day. The older the child, the longer you can train him each day. A training day should last no less than 4 hours and no more than 8 hours.

Avoiding Problems:

What about distractions?

Try to plan ahead. Tell your friends or relatives what you are going to do in advance of the day you begin training. Ask them to please avoid calling you during that time. If the child still takes naps, make sure he gets more rest than usual the night before and reduce his nap time during training.

What if my child refuses to follow directions or throws temper tantrums?

DO NOT argue with or scold the child if he refuses to follow directions or has a temper tantrum. Continue to repeat the command while gently, but firmly, leading him through the desired behavior. A good way to avoid temper tantrums is to give lots of praise when the child follows your directions.

What should I do during training?

The lessons contain both what you are to say and what you are to do. Directions are written in small letters; what you are to say is written in "CAPITAL LETTERS". For best results, follow the instructions carefully. Avoid all possible distractions; talk to the child only about toilet training. Remind him of how all of his friends, relatives, and favorite cartoon characters will be proud of him for learning to toilet himself. Talk through the toileting sequence with him.

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BEGINNING TOILET TRAINING

Avoiding Problems: (continued)

How much help should I give my child?

The final goal is to have the child complete each toileting step listed on page 1, by *himself*. To achieve that goal, this program uses a method of reducing help. This method enables you to slowly reduce the amount of help you give the child until he can do the task by himself. The following steps for this method are spelled out in the program:

Step 1 Tell, help, and praise

The first time a child is to do a task, TELL him to do it and physically HELP him through it. PRAISE him when he completes the task.



Step 2 Tell, touch, and praise

Once the child *successfully* responds in Step 1, then the next time TELL him to TOUCH the part of the body that is to be used (for example, if the child is to pull up his pants, say "PANTS UP." and TOUCH his hands)*. If the child fails to respond, go back to Step 1. If he does it correctly, PRAISE him.



Step 3 Tell, point, and praise

Once the child *successfully* responds in Step 2, then the next time TELL him and POINT to what he is to do (e.g., say "PANTS UP." and point to his pants). PRAISE him when he does it correctly. If he fails to respond, go back to Step 2.



Step 4 Tell and praise

Once the child *successfully* responds to Step 3, simply TELL him what to do (for example, "PANTS UP."). If he fails, go back to Step 3. Continue to TELL him until he can do the task without being told. Then PRAISE him for his success.



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TOILET TRAINING

NOTE: “P.” stands for “Para-educator/Parent”.

“C.” stands for “Child”.

“()” (parentheses) indicate what the paraeducator/parent or child does.

Step 1 --Tell/Help

You should have all the materials ready and close at hand. (See page 3.)

- P. (Set the timer for 20 minutes.
Begin giving the child drinks.)

NOTE: If the child refuses to drink, offer her salty foods. If he still refuses to drink, try the following: (1) moisten the rim of the cup and touch his lips with the rim or (2) dip your finger in the drink and touch his lips.

- P. (Allow the child to engage in a quiet activity [e.g., coloring, looking at a book, etc.]. If possible, attempt to relate the activity to the training [e.g., point to a picture and say “HE KNOWS HOW TO GO POTTY.”])
- P. (When the timer rings, say, “GO TO THE POTTY [TOILET].”
Help the child to the toilet.)
- P. (Have the child stand facing you, with his back to the toilet.)
- P. “PANTS DOWN.”
(As you say this, place your hands over the child’s and lower his pants.)
- P. “SIT.”
(At you say this, place the child on the seat.)



TOILET TRAINING

Step 1 (continued)

- P. (Set the timer for 10 minutes. Have the child sit on the toilet for 10 minutes or until he urinates [whichever is the shorter time]. Make sure you are in a position to determine whether the child urinates and/or has a bowel movement.)



NOTE: If the child begins to fidget, praise him for the time he is quiet by telling how proud you and all his friends are for the way he is sitting. Only require him to sit for 5 minutes. Each time after that require him to sit for longer periods of time (praising him when he is quiet) until he can sit for the full 10 minutes.

- P. (If the child urinates while he is on the seat, *immediately* give him a snack and a hug, saying, “GOOD USING THE POTTY [TOILET].”).
- P. (If the child is a girl, or if the child has had a bowel movement, s[he] must wipe.)

“(CHILD’S NAME), NOW, YOU ARE GOING TO WIPE.”

“STAND UP.”

(Take the child by the hands and have him/her stand.)

“BEND OVER.”

(Place one hand on the child’s back, and one on the child’s stomach and bend him at the waist. Place your hand over the child’s hand and roll out enough tissue to cover his hand. Then, with your hand over the child’s have him wipe. The directions should be away from the genital area.)

“GOOD. YOU ARE WIPING.” (as the child wipes)

TOILET TRAINING

Step 1 (continued)

NOTE: If the child is a girl and she has urinated, have her wipe 3 times (with fresh tissue each time). If the child is a boy, he needn't wipe. If the child has had a bowel movement, have him/her wipe 4 times (with fresh tissue each time) or until the tissue is clean.

- P. (Either after wiping or after 10 minutes on the seat, say: "PANTS UP."
As you say this, place your hand over the child's and pull up his pants.)



- P. (Once the child's pants are up, have her face the toilet.) "FLUSH."
(At the same time, place your hand over the child's and flush the toilet.)



- P. "WASH YOUR HANDS."
(If the child cannot wash his hands, provide him with proper assistance.)

TOILET TRAINING

Step 2 -- Dry Pants Check

- P. (Reset the timer for 20 minutes and resume giving the child his favorite drinks.)
- P. (Every 5 minutes, conduct a wet-pants check, “[CHILD’S NAME], ARE YOUR PANTS DRY?” Have him feel his crotch.)
- P. (If his pants are dry, immediately give her a snack and say, “GOOD KEEPING PANTS DRY!”)
- P. (If the child wets his pants, say, “NO, YOU WET YOUR PANTS!” Say no more. DO NOT physically punish him. After saying “no”, do the following:
1. Have the child clean up any mess he might have created [i.e., clean himself, the floor, etc.]. DO NOT allow the child to change his pants.
 2. After he has cleaned the mess, have the child practice using the toilet for 5 minutes. Each time, have him:
 - (a) walk to the toilet
 - (b) lower his pants
 - (c) sit on the seat for 5 seconds
 - (d) raise his pants
 - (e) walk out of the bathroom.)

NOTE: If the child shows physical signs that he has to go to the bathroom (e.g., squirms in his seat, crosses his legs, or holds his crotch), then say,

“(CHILD’S NAME), YOU HAVE TO GO POTTY.” Have him go to the toilet *immediately*. Only provide as much help as necessary.

TOILET TRAINING

Step 2 (continued)

- P. (Give the child the least amount of help necessary for him to do each step.
Discontinue giving the child drinks.)

NOTE: If the child has had a bowel movement, have him immediately change his pants.

- P. (Continue conducting wet-pants checks every 5 minutes until the timer rings.
When it does, go to Step 3.)

Step 3 -- Tell/Touch

- a. “(CHILD’S NAME),
POTTY (TOILET).”
(Touch the child’s
back, as shown).

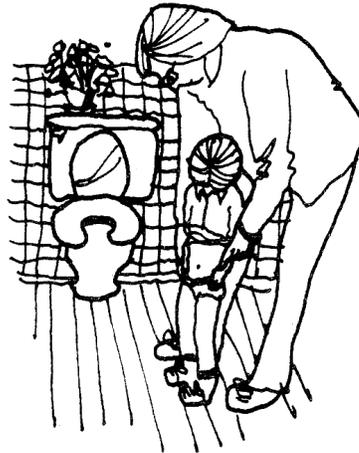


TOILET TRAINING

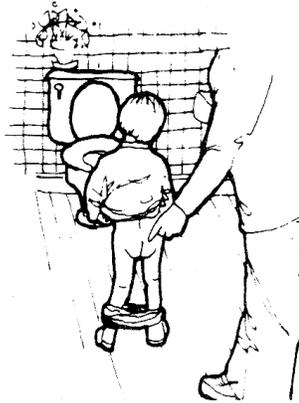
Step 3 (continued)

TO CORRECT: If, at any time during this step, the child fails to respond correctly, repeat the command (TELL) and HELP him (e.g., if, after saying “POTTY” and TOUCH-ing his back, the child doesn’t move, then repeat (TELL) “POTTY”, and HELP him to the toilet as you did in Step 1, page 7.

- P. “PANTS DOWN.”
(Touch the child’s hands.)



- P. “SIT.”
(Touch the child’s bottom.)



- P. (Set the timer for 10 minutes.
Have the child remain on the seat for 10 minutes, or until he urinates [whichever is a shorter time period]. If he urinates, remember to *immediately* give him a snack, a hug, and praise.)
- P. (If the child needs to wipe:
“STAND.” [Touch his hands]
“BEND.” [Touch his back and waist]
“WIPE.” [Touch his hands].)

TOILET TRAINING

Step 3 (continued)

- P. "PANTS UP."
(Touch the child's hands.)



NOTE: If the child wet his pants during the previous 30 minutes, he should now change.

"PANTS OFF." (Help if necessary.)

Hand him a clean pair of pants.

"PANTS UP."

If the child fails to respond, put a clean pair on his ankles, say, "PANTS UP."

- P. "FLUSH."
(Touch the child's hands as shown.)



- P. "WASH HANDS."
(Help as necessary.)

TOILET TRAINING

Step 4 -- Dry Pants Check

- P. (Reset the timer for 20 minutes.
When the child returns to his seat, resume giving him drinks,
checking for dry pants every 5 minutes.)

Step 5 -- Tell/Point

- P. (When the timer rings, say,
“POTTY [TOILET].”
Point in the direction
of the toilet.)

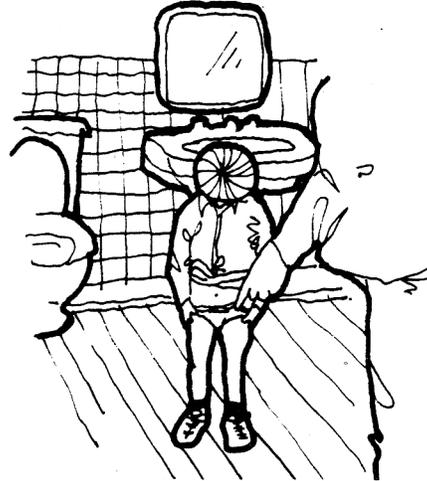


TO CORRECT: If, at any time during this step, the child fails to respond correctly, repeat the command (TELL) *and* TOUCH him. For example, if, after saying “POTTY.” and pointing, the child doesn’t move, then repeat “POTTY.” and touch his back, as you did in [Step 3 on page 11](#).

TOILET TRAINING

Step 5 (continued)

- P. "PANTS DOWN."
(Point to the child's pants.)



- P. "SIT."
(Point to the toilet seat.)



- P. (Have the child remain on the seat for 10 minutes, or until he urinates [whichever is the shorter time period]. If the child urinates, remember to *immediately* give him a snack, a hug, and praise.)

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TOILET TRAINING

Step 5 (continued)

- P. (If the child needs to wipe, say:
“STAND.” [Point to the floor.]
“BEND.” [Point to his waist.]
“WIPE.” [Point to the tissue.]



- P. “PANTS UP.”
(Point to his pants.)

- P. “FLUSH.”
(Point to the toilet handle.)



- P. “WASH HANDS.”
(Help if necessary.)

TOILET TRAINING

Step 6 -- Dry Pants Check

- P. (Reset the timer for 20 minutes.)
- P. (Continue to give the child drinks.)
- P. (Check for dry pants every 5 minutes.)

NOTE: If the child shows signs that he might urinate, have him immediately go to the toilet.

Step 7 -- Tell

- P. (When the timer rings, say,
“[CHILD’S NAME], POTTY.”
DO NOT help him.)

TO CORRECT: If, at any time during this step, the child fails to follow directions, repeat the command and point to what he is to do. For example, if after saying “PANTS DOWN.” the child doesn’t pull down his pants, repeat “PANTS DOWN.” and point to his pants as you did in [Step 5 on page 15](#).

TOILET TRAINING

Step 7 (continued)

P. "PANTS DOWN."

P. "SIT."

P. (Have the child remain on the seat for 10 minutes or until he urinates [whichever is the shorter time period]. If the child urinates, remember to *immediately* give him a snack, a hug, and praise.)

P. (If the child needs to wipe, say,
"STAND."
"BEND."
"WIPE".)

P. "PANTS UP."

"FLUSH."

"WASH HANDS."

Step 8 -- Dry Pants Check

P. (When the child returns to his chair, reset the timer for 20 minutes. Repeat Steps 6 and 7. Give less help, until the child gets up and goes to the toilet without being told. When he does, go to Step 9.)

TOILET TRAINING

Step 9 -- Toward Independence

When the child gets up and goes to the toilet without being told, use the following procedures:

- P. (Give the child a hug, but no snack.)
- P. (Mark an “x” next to “GOES TO TOILET” on the [PROGRESS CHART](#) (see p. 23). DO NOT give further help for going to the toilet. The child now decides when he should go, rather than going on a 20-minute schedule.)
- P. (When the child approaches the toilet, continue to reduce your help for his undressing, sitting, wiping, standing, dressing, and flushing. As the child performs each step by himself, immediately praise him.)
- P. (DO NOT help with any step once he has done it by himself.)
- P. (Put a check mark on the [PROGRESS CHART](#), next to the step the child has done by himself.)
- P. Have the child take you to the toilet from several areas in the house.
- P. Begin using the schedule below for wet-pants checks.

| After the child walks to the toilet the . . . | Check every . . . |
|---|-------------------|
| 1st time | 5 minutes |
| 2nd time | 5 minutes |
| 3rd time | 10 minutes |
| 4th time | 10 minutes |
| 5th time | 15 minutes |
| 6th time | 20 minutes |
| 7th time | 30 minutes |
| 8th time | 45 minutes |
| 9th time | 60 minutes |
| 10th time | 120 minutes |

TOILET TRAINING

Step 10 -- Reducing Fluids

P. (Remember that the training period should last at least 4 hours per day, or until the child toilets himself 3 times in a row without help. If, toward the end of the day, the child is not yet toileting himself, do the following:

- 1 hour prior to the end of the training period, reduce his fluid intake to 1 cup
- 1/2 hour prior to the end of the training, allow him only a few sips.)

Step 11 -- Maintenance

P. (Once the child toilets himself 3 times in a row, begin using [MAINTENANCE CHART 1 \[see page 21\]](#). As before, mark “W” for wet and “D” for dry. If the child has wet pants, make him practice going to the toilet for 5 minutes and then have him change his pants. If the child has 3 “W”s” in one day, he must go back to training sessions.)

P. (Continue retraining until he toilets himself 3 times in a row without help. Use this chart for one full week.)

| MAINTENANCE CHART 1 | | | | | | | |
|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| Dry pants check No. (every 3 hours) | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
| 1 | D | | | | | | |
| 2 | D | | | | | | |
| 3 | D | | | | | | |
| 4 | D | | | | | | |
| 5 | D | | | | | | |
| 6 | W | | | | | | |

P. (When the child toilets himself 3 times in a row without help, begin using [MAINTENANCE CHART 2 \[see page 22\]](#).)

P. (In week 2 have a dry-pants check before each meal and at bedtime. mark “W’s” and “D’s” in the correct place when you check. If your child has wet pants, make him practice going to the toilet for 5 minutes and have him change before he eats or goes to bed.)

| MAINTENANCE CHART 2 | | | | | | | |
|---------------------|-------|-------|-------|-------|-------|-------|-------|
| Dry Pants check | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
| Breakfast | | | | | | | |
| Lunch | | | | | | | |
| Dinner | | | | | | | |
| Bedtime | | | | | | | |

| MAINTENANCE CHART 1 | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Dry Pants Check No. (every 3 hours) | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |

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| MAINTENANCE CHART 2 | | | | | | | |
|----------------------------|------------|------------|------------|------------|------------|------------|------------|
| Dry Pants Check | Day |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breakfast | | | | | | | |
| Lunch | | | | | | | |
| Dinner | | | | | | | |
| Bedtime | | | | | | | |

| PROGRESS CHART | | | |
|--|-----------------|-----------------|-----------------|
| Steps | 1st time | 2nd time | 3rd time |
| a. Goes to the toilet | | | |
| b. Pulls pants down | | | |
| c. Sits on toilet | | | |
| d. Urinates &/or has bowel movement | | | |
| e. Wipes (if necessary) | | | |
| f. Pulls up pants | | | |
| g. Flushes toilet | | | |

P. (Put a check mark on the Progress Chart next to the step the child has done by himself.)

REMINDER CHART

Remember:

- 1. 20 minutes off the toilet,
10 minutes on.**
- 2. Give the child the least help
necessary to complete each step.**
- 3. Praise the child immediately
after he does the step the right
way.**
- 4. Avoid any physical punishment.**