

Self-Care & Healthy Habits: Restroom Use

Student will learn to independently use the restroom.

Suggested Materials

Visual supports, such as the following:

- ★ **LB5 Language Builder: Sequencing Cards**
 - » LB5 007-010
- ★ A readily-available, designated restroom
- ★ A timer
- ★ Highly preferred reinforcers
- ★ A photo of the actual toilet that will be used
- ★ A change of clothing
- ★ A change of underwear/Pull-Ups



Student:

Projected activities for: __/__/__ to __/__/__

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

Self-Care & Healthy Habits: Restroom Use

76 of 202

Lesson Focus

Student will learn to independently use the restroom.

Lesson Format

The primary lesson is designed for intensive 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor, restroom setup activity. For generalization steps, a secondary restroom, which can include the student's household bathroom, is strongly suggested.

Preparation

Gather the materials needed for toilet training: a designated restroom that is readily available, visual supports, a timer, highly preferred reinforcers, a photo of the toilet that will be used, a change of clothing, and a change of underwear/Pull-Ups.

Procedures

1. Make sure you have the student's attention.
2. Give the instruction: "It is time to use the restroom."
3. Direct the student to walk to the restroom.
4. Prompt as necessary.
5. Guide the student to pull down their pants and sit on the toilet.
6. Encourage the student to void.
7. Provide encouragement and reinforcement for sitting.
8. Start with sitting for short periods of time.
9. Instruct the student to stand and wipe if needed.
10. Instruct the student to pull up their pants and flush the toilet.
11. Reinforce the student.

Prerequisites

Where this lesson falls in the programming depends on the student's existing restroom skills and the restroom goals you have established with the family. To begin restroom training, it will be helpful if the student has some level of proficiency in:

- ★ **Lesson 56:** *Dressing Skills*
- ★ **Lesson 10:** *Following Single Verb Commands*

If you need to begin restroom use training before the student has mastered these skills, you will have to provide more assistance with undressing and dressing. You will also have to offer additional physical prompting to go through the steps.

Standards

Head Start

- ★ IT-ATL 2

Common Core

- ★ N/A

ABLLS-R

- ★ X1

VB MAPP

- ★ CR & GS 11-M, 13-d

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

Some students will need detailed, specific visual supports in the form of a visual strip that gives a step-by-step visual representation of the specific behavior. For example: A visual support for hand washing may contain a photo of the sink, a photo of the student turning the water on, a photo of the student wetting their hands, a photo of the soap, a photo of the student applying the soap to their wet hands, etc.

Lesson Progression

Students who meet the following criteria tend to experience more success with toileting:

1. Student exhibits displeasure when wet or soiled (e.g., will tug or grab at a wet Pull Up).
2. Caregivers/parents agree to generalize the intensive toileting procedure in the home setting.
3. Student regularly eliminates waste in a manner typical for their developmental age.
4. Student consistently eliminates solid waste that is not unusual in form or appearance.

Toilet training begins by collecting data to determine a baseline for each step of the toileting behavior chain: Walk to the restroom, pull down pants and underwear or Pull Up, sit down on toilet, eliminate waste, use toilet paper if needed, stand up, pull up underwear or Pull Up and pants, flush toilet if needed, walk to sink, wash hands, dry hands.

Baseline data will determine the starting point for each part of the behavior chain and the level of assistance/prompting that the student will need. Baseline data is also used to determine the frequency of opportunities (per day or per session) for toileting to present to the student.

After determining the starting point for each step of the behavior chain, implement the following toileting procedure:

1. Approach the student and deliver the instruction: "It's time to use the restroom."
2. Place the toilet photo on a desk or table and assist the student to give you the toilet photo.
3. Walk the student to the restroom.
4. Assist or direct the student to pull down pants and underwear or Pull Up and sit down on the toilet.
5. Encourage the student to try to void, while you stand or sit a distance away from the student (avoid standing or sitting directly near the student).
6. Immediately praise any voids, even if a small amount.
7. Praise appropriate sitting on the toilet.
8. Instruct the student to use toilet paper (if needed), stand up, and pull up underwear or Pull Up, and pants.
9. Instruct the student to flush the toilet (if needed).
10. Instruct the student to wash and dry their hands.
11. Provide praise and reinforcement for using the restroom.

Generalization

Intentional generalization of toileting skills across settings, stimuli, and individuals will be critical for restroom use to reach full independence:

1. Setting: Vary the restroom used to teach this skill and highlight the importance of carryover in the home setting to caregivers/parents.
2. Stimuli: Over time, gradually replace the use of the toilet photo with vocalizations to request the restroom (e.g., "I need to potty.") If the student is non-vocal, the toilet photo can continue to be utilized, sign language can be taught, or an assistive communication device can be used, etc.
3. Individuals: If possible, alternate the teacher or therapist that takes the student to the restroom.
4. Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can follow similar procedures for restroom use at home or in other environments outside of school.

Whole-Child Lesson Ideas

Stuffed Animal Role-Play

Help the student understand restroom use by having them explain it to their favorite stuffed animal. While the student is sitting on the toilet, ask the student to tell the stuffed animals what they're doing and why. You could even have a mini potty for the toy to sit on along with the student. Just make sure the student has washed their hands before handling the toy after using the restroom.

Prompting

When teaching the chain of toileting behaviors, it is suggested that you follow the most-to-least prompting hierarchy listed below:

1. Physical prompting: Physical assistance.
2. Model the behaviors which are appropriate, such as hand washing and toilet flushing.
3. Vocal prompt: Tell the student what to do.
4. Visual supports: Place visual supports in the restroom that the student can look at or follow to implement the behavior chain.

Next Steps

Once the student has mastered **Lesson 76: Restroom Use**, move on to:

★ **Lesson 78: Washing Hands**





Skills-Based Lessons DATA SHEET

STAGES
learning materials

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	P	Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Glance	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										