

Caravel behavior experts presents:

Navigating everyday parenting challenges

Say goodbye to diapers! A plan for potty training!





CARAVEL AUTISM HEALTH

A provider of **Applied Behavior Analysis** services, diagnostic, and counseling services to children with **autism** and their families.

We currently serve the Greater Chicago land area, Wisconsin, Iowa, Minnesota, Washington and Idaho.



Our Mission

We change lives.

Caravel Autism Health's team of autism health professionals is dedicated to working with children with autism and related developmental disabilities and their families to develop skills, create connections and instill confidence. Our approach to ABA therapy is rooted in research and results.

Our founders and therapists are committed to being the most passionate clinicians in the autism health field. At Caravel Autism Health, our mission is to change lives.

A large, stylized fingerprint graphic in a lighter shade of blue, positioned on the left side of the slide. It features concentric, wavy lines that form the ridges of a fingerprint.

Our Presenters

Lauren Hale, BA

Lauren received a Bachelor of Arts in Psychology in 2013 and started working with children within the field of ABA in 2014.

Valeria Gass, MS, BCBA

Valeria received a bachelor's in OT in 2010 and has worked with children since then. In 2016 she was introduced to the ABA field and in 2018 she started her master's in ABA.

Objectives

1. To identify the signs of potty readiness
2. To identify valuable reinforcers
3. To understand and collect baseline data
4. To utilize baseline data to create a plan for potty training
5. To identify common challenges and how to deal with them throughout potty training

Agenda

1. Signs of readiness
2. Baseline and dry checks
3. Identify reinforcers
4. Plan to implement program based on baseline data
5. Common challenges and how to handle them

1. Signs of readiness

Physical Signs

- Has regular, well-formed bowel movements at relatively predictable times.
- Has "dry" periods of at least two hours or during naps, which shows that his bladder muscles are developed enough to hold urine.

Cognitive signs

- Understands the physical signals that mean the child needs to go and can tell you before it happens or even hold it until the child has time to get to the potty.
- Can follow simple instructions, such as "go get the toy."
- Understands the value of putting things where they belong.

1. Signs of readiness

Behavioral Signs

- Can sit down in one position for two to five minutes.
- Dislikes the feeling of wearing a wet or dirty diaper.
- Shows interest in others' bathroom habits (wants to watch you go to the bathroom or wear underwear).
- Gives a physical or verbal sign when having a bowel movement such as grunting, squatting, telling you, going to one corner of the room (each child may show different signs).
- Demonstrates a desire for independence.
- Takes pride in accomplishments.
- Isn't resistant to learning to use the toilet or to sitting on the toilet.

Agenda



1. Signs of readiness
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2. Baseline and Dry checks

What is this?

- Baseline is the information of how many times the child is voiding on the diaper or having accidents before we start the process of potty training.

Why is it important?

- Because we need to know the child's current habits to plan in a way that the child will be successful.

How to do it?

- Use a data sheet to track every time the child voids (or every time there is a diaper change or accident).

2. Dry checks

- One way of collecting baseline data.
- The process of checking every ____ minutes to see if the child is dry.
- Providing praise for when the child is dry.
- This process helps the child to be aware of when he/she is dry or wet.
- It helps to determine how often we will take the child to the bathroom once the training starts.

Toileting Data Sheet Examples

Toileting Data

[illegible]


INTENSIVE TOILET TRAINING

[illegible]

KEY:
Phase= min on/off
Y=Yes
N=No

U=Urine
BM= Bowel Movement
**circle U and BM if they both happen*
NR= neither

Agenda

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1. Signs of readiness
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3. Identify reinforcers

What is a reinforcer?

- Reinforcer is any toy/food/activity that motivates the child to complete the task.
- It is important to have 1 reinforcer that will ONLY be used for potty training. This can be tricky because it is something that the child really likes and they may ask for it outside of training times.

Examples of reinforcers:

- Small candies (mini m&ms, mini starburst, skittles, mini chocolate/chocolate chips)
- Books
- iPad/tablet
- Reinforcer box with small toys

3. Identify reinforcers

Making the reinforcer more effective:

- Have the item out of reach.
- Give it to the child ONLY when the child voids. You can have one for pee and one for bm.
- Give it **IMMEDIATELY** after the child voids on the toilet (even before washing their hands) - sometimes the child will still be sitting on the toilet. It might be “gross” but this will be faded out.
- Quality/size/quantity
- **CONSISTENCY** is crucial. All caregivers should be following the potty plan.

Agenda

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- Three green checkmarks are positioned to the right of the first three items of the agenda, indicating they are completed or primary topics.
1. Signs of readiness
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4. Plan to implement program based on baseline data

- Bring your child to bathroom every ____ minutes (will vary based on baseline).
- Have unlimited access to a variety of liquids throughout the day (juice, or water).
- Give verbal prompts to increase intake of liquids (remind your child to take a sip).

Teaching initiation/providing independence with toileting procedure:

- Prompt your child to request to use the potty.
- Visuals can be used (like a PEC) as they are easier to fade than the verbal question.
- If using a verbal prompt / question, remember to fade it out.
 - You say: “What do you have to do?”
 - Child's Response: "I have to go potty"

4. Plan to implement program based on baseline data

- If your child has the ability to pull up/down pants, have them continue that skill during potty training
- If your child hasn't learned that yet, focus on the bigger skill (potty training) and they can be taught to pull their pants up and down after they are successful at potty training.
 - If your child shows interest in doing it themselves, that's great and we suggest to encourage that!
- Your child should sit for 1 to 5 minutes (depending on age and baseline).
- Did your child go potty?
 - Yes: Give verbal praise and/or reinforcer.
 - No: Say to your child “you must have not needed to go, great job trying”. Do not give reinforcer used for voiding.

4. Plan to implement program based on baseline data

If an accident happened:

- Do not have your child request to use the bathroom.
- Quickly bring your child to potty/toilet and say, “pee/poo goes in the toilet” (or something similar using a neutral voice).
- Do not provide reinforcement- stay neutral.
- **Stay calm.** Don't scold, discipline or shame your child. You might say, "You forgot this time. Next time you can try to the bathroom sooner."
- **Be prepared.** Keep a change of underwear and clothing handy, especially at school or in childcare.

4. Plan to implement program based on baseline data

Fading:

- After 3 consecutive days of spontaneously requesting and voiding on the potty and no accidents:
 - Stop encouraging extra liquids to a more typical drinking routine.
 - If your child continues to be successful with no accidents, stop assisting them to walk to the bathroom and wait for their request to go (or fade your cues for them to request).

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5. Common challenges and how to deal with them

1. Accidents

- Do not comment on the accident and follow the steps provided earlier.
- Avoid negative words such as "dirty" or "stinky."

2. The child does not tolerate underwear

- Start a program for your child to tolerate wearing the underwear for smalls times during the day. The time will be increased slowly.
- Reinforce the child for wearing underwear for short periods of time (tolerating it).

5. Common challenges and how to deal with them

3. Engages in problem behavior upon transitioning to the bathroom, does not tolerate being in the bathroom

- Pair the bathroom with something fun (you can play fun activities like bubbles, water play with your child in the bathroom)

4. Consistency

- Keep the bathroom routine consistent between caregivers and bathrooms within the household. Provide the same reward.

5. Generalization from home bathroom to public or other bathrooms

- Social stories
- Start at a house that the child is familiar with

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Resources

<https://www.youtube.com/watch?v=UH2Sm0Wj3Dw>

<https://www.youtube.com/watch?v=Uvx5Hifl190>

<https://autismlittlelearners.com/toileting-training-using-social-stories/>

Questions?

**Thank you for
attending today!**

For more information on
Caravel Autism Health and our
services, please contact our
intake team at: **844.583.5437**

