

**No More Diapers:
Using a Behavioral Approach
for Toilet Training Success!**

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Why Is Toilet Training Important?



What if he resists?



When do we begin or re-start the toilet training process?

- Consider the child's chronological and developmental age.
- Start early! At 12-18 months start at least pairing the bathroom with good things.
- Foxx and Azrin suggest that by age 5 even children with severe intellectual disabilities can be successfully toilet trained.

Determining Readiness



Brazelton (1999) recommends 7 pre-requisites or readiness signs for typically developing children:



Are prerequisites really necessary?



Toilet Training Prep

1. Keep child dry by changing diapers frequently
2. Comment "you're very wet" but do not smile, laugh or be playful while you are changing diaper
3. Place child on the potty in the morning and at bath



Toilet Training Prep



4. Boys should sit on potty until fully bowel trained.
5. Identify and write down times when child usually urinates or has a BM
6. Wet/Dry program
7. Start putting stools (if not runny) from the diaper into the toilet and show them where poop goes. Let them flush the poop down the toilet.

Common Medical Issues that Affect Toilet Training

- Encopresis- leakage/passage of stools in a child (typically over age 4), which causes the soiling of clothes
- bladder control- infections
- constipation
- chronic diarrhea



Consult with Family Doctor


Assessments Before Toileting

Getting Started With the Verbal Behavior Approach

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Toilet Training Interview



- General Information
- Relevant Medical Information
- History of Toileting issues
- Current Situation
- Future Goals


Selecting a Good Time to Initiate

Bladder control usually comes first

Newly diagnosed period not ideal

Look at 2 weeks to be home a lot

Next 3 months – no planned stressful times (birth of a sibling, move, etc)



School and/or Home?



- Home is usually a more ideal setting
- If toilet training in both environments, communication is key
- Toilet training manager, especially training in multiple environments

Plan and Prioritize

- Select/Create Goals
- Create Toileting Plan and Procedures
- Select Reinforcers
- Create Data System



Consistency is the Key

- Words to use (potty versus toilet, pee pee versus urinate, poop versus BM)
- Prompts to initiate (have a prompt hierarchy!)
- Schedule procedures
- Reinforcers (withhold them for only toileting)
- Consequences
- Data Sheets



Materials



Using Books, Videos, Social Stories, Dolls, Video Modeling, If Appropriate

Make social stories or videos with pictures of familiar bathroom, people, etc.

Books
Use stuffed animals or dolls to demonstrate
Apps



How to choose Reinforcers

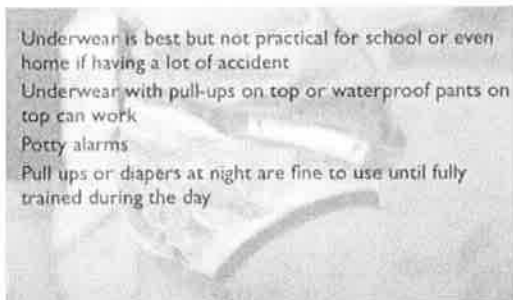
Rewards need to be:

- Immediate
- Self-terminating
- Tangible
- Motivating to the child
- Only accessed for toileting



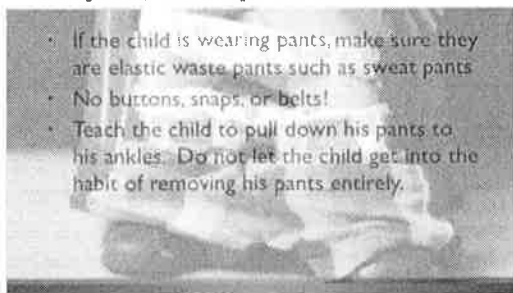
Diapers, Pull-ups or Underwear?

Underwear is best but not practical for school or even home if having a lot of accident
Underwear with pull-ups on top or waterproof pants on top can work
Potty alarms
Pull ups or diapers at night are fine to use until fully trained during the day



Diapers, Pull-ups or Underwear?

- If the child is wearing pants, make sure they are elastic waste pants such as sweat pants
- No buttons, snaps, or belts!
- Teach the child to pull down his pants to his ankles. Do not let the child get into the habit of removing his pants entirely.



Encouraging Independence

The child should be encouraged to be as independent as possible with pulling down/pulling up pants, wiping, and hand washing procedures.



Steps of the Rapid Toilet Training Program

(Azrin and Foxx, 1971)

There are five basic steps as outlined in the books by Azrin and Foxx,

1. Extra drinks
2. Scheduled toileting
3. Dry pants checks
4. Positive practice for accidents
5. Data collection

Mary's Three Steps

1. Steady consumption of liquids (2-4 oz per hour)
2. Scheduled toileting with Reinforcement
3. Take Data




Step 1: Extra Drinks



- Check with MD to verify how much liquid is acceptable
- The child should be given extra drinks to allow more opportunities for toileting during the training period.
- A steady consumption of 8 -10 cups/ day should be the goal.
- Get liquids through other ways- watermelon, ice, popsicles

Step 2: Scheduled Toileting with Reinforcement

bathroom



- This should happen at least 1-2 times/hr.
- Tell the child "it is time to go to the potty or bathroom."
- Have them say or sign "potty" "bathroom", if possible, and take them.

Step 2: Scheduled Toileting with Reinforcement


If child is on an every hour schedule for example and does not void, part of plan should be go again in 15 or 30 min.

The toileting schedule needs to be faded systematically

Once the child starts initiating and requesting to go to the bathroom with words, the sign, or picture, the toileting schedule should be dropped or significantly reduced (every 3 or 4 hours).

Step 3: Data Recording

- You will need to record all successful trips to the potty as well as urine or BM accidents.
- This will help indicate the length of time between urination as well as the usual times for BMs.
- Another item that some find useful to record is the amount of liquids the child consumes at given time.



Data Recording



- Keeping data will help you measure the success of your toileting program.
- Data sheets should be sent to school and home so the total program can be assessed.

Positive Practice for Accidents !



Positive practice involves taking a child quickly from the spot of the accident to the toilet and back again 3-10 times.

For many reasons (size of the child, teachers/parents not able to use punishment procedures, etc) this step is not always part of the toileting plan.

Positive Practice Overcorrection

- The learner is required to practice the correct form of the behavior, or a behavior that is incompatible with the problem behavior, as a result of the problem behavior.

Rules of Thumb for Overcorrection

- 1) Do not criticize or scold the behavior. Simply explain and direct through over correction using a calm and informational tone of voice.
- 2) Implement the overcorrection sequence immediately after the occurrence of the problem behavior.
- 3) Monitor the individual through the process and provide gentle prompting, but do not provide praise or too much attention.
- 4) Combine this approach with other procedures such as Differential Reinforcement and Antecedent Interventions.

Tips on how to respond to Accidents

If you do or do not use positive practice, make sure your are firm yet calm and matter-of-fact when the child has accidents.


After any accident, do not laugh, smile or make the child think you are pleased. Prompt the child to change his/her clothes with no unnecessary attention.

Problems with Dry Pants Checks !

- Dry Pants Check is Reinforcing the absence of wet pants
- When staff need to do this, it can cause problems with staff having to touch or look in diaper and underwear
- Only use dry pants checks in a controlled setting where the child can be kept in underwear only (and his privacy protected) and you can usually see the accident immediately and/or if an alarm is available


Other Techniques

- Picture schedules may be successful with some children.
- Teach to lean forward while on the toilet or give gentle pressure to the lower abdomen.
- Creating a relaxing environment within the bathroom.




Other Techniques

- A step stool may be helpful.
- Some children like underwear with characters on them.
- A timer or a children's alarm clock.
- The sound of running water.
- Let them play with warm water in a bin while they are sitting on the potty.



Intensive Toilet Training-- the "In the Bathroom" Method

If the child is unsuccessful with scheduled toileting, another method to consider is an intensive potty training method where you remain in just outside of the bathroom with the child for days or weeks.



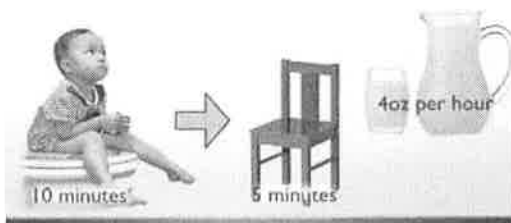
What you will need for "In the Bathroom" Method

- Potty seat if needed
- Step stool for child to rest his feet
- Several pairs of underwear
- A kitchen timer
- Toys, books, videos for your child to play with while sitting on the toilet
- Drinks/snacks
- Reinforcers if he goes on the potty



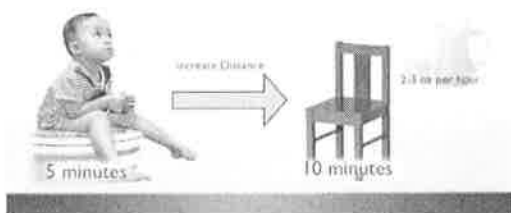
"In the Bathroom Method" Phase 1

- Check underwear every minute or use an alarm



"In the Bathroom Method" Phase 2

- Check underwear every minute or use an alarm



“In the Bathroom Method”
Phase 3

- Check underwear every minute or use an alarm




5 minutes

15 minutes

Teaching self initiations

- Look at communication system (verbal, sign, pictures)
- “It’s time to go bathroom”, prompt the child to sign, say or hand picture of potty.
- Before entering bathroom or before sitting on toilet, stop the child and say “Where do you have to go”...Prompt “bathroom” if necessary.

Phase 4



- Eliminate schedule
- Eliminate questioning “do you have to go potty.”
- Remind/schedule only as you would any young child (before long trips, before getting dressed in the morning if he doesn’t initiate, etc.)

Phase 4

Reinforcement for using the toilet independently or for asking for potty (fade out as appropriate)

Continue to work on communicating need to use the bathroom when in community.

Continue to teach other skills involved in toileting such as hand washing and wiping.

Work on bowel training and night time training.



Bowel Training

• A child who is bladder trained may begin to have BM's in the toilet the same time he urinates.

• A child who has a BM by accident in the toilet should receive an extreme amount of reinforcement.



It's Messy Business




- Since it is not recommended that the child wear diapers or pull-ups after they are bladder trained, bowel training becomes a messier problem.
- Make sure reinforcement is very high for BM's on the toilet.

The Unmentionable: Wiping

*67% reported not independent.
* Start teaching right away! If they are under the age of 5, you will need to follow up after they try.

Teach all steps--Here is one way:

1. Get 5-6 squares and bundle/fold
2. Wipe from front to back
3. Look at paper to see if clean
4. Toss dirty paper in toilet
5. Repeat until paper is clean
6. Flush and wash hands




But.....Wiping is Usually More Tricky


- Girls should wipe front to back to avoid E-Coli from entering vagina and/or urethra
- Boys don't have those same physical concerns so it may be more practical and easier for boys to wipe through their legs and go back to front.
- It is difficult to teach "wipe until clean" which involves a lot of conditional discrimination.
- Can do fluency trials ... pull to knees, fold, fold, wipe (1-2-3 drop in toilet, repeat procedure)
- Boys can also have difficulty learning when to wipe (for BM!) and/or learning to stand for pee, sit for poop.
- Address wiping in the plan (how much TR, front to back, through legs, etc)

Nighttime Training

- After the child is fully day time trained, you can proceed to night time training.
- If your child wakes up dry each morning for 5 or more nights in a row, do not put diapers or pull ups on at night.




If Nighttime Wetting Persists:



- Encourage liquids in afternoon.
- Limit fluid intake in the evening.
- No liquids within 2 hours of bedtime...Or just sips.

If Nighttime Wetting Persists:

- Have a regular bedtime and wake time (including weekends).
- Toilet child if he awakens in the night.
- Toilet IMMEDIATELY upon waking in the morning



If behavioral techniques are unsuccessful, contact your doctor.

Toileting Accidents After Training Is Complete



- An occasional accident happens to all children
- Rule out medical problems, dietary changes, medication changes
- Child might be schedule or prompt dependent

Regression with Toileting

- The child (who was previously independent with initiating/going on own) can become prompt dependent by parents, teachers, camp counselors, etc. asking "Do you have to go to the bathroom?"
- The child can be in a new classroom where going to bathroom is a class-wide activity 2-3 x/day.

Training Plan Wrap Up

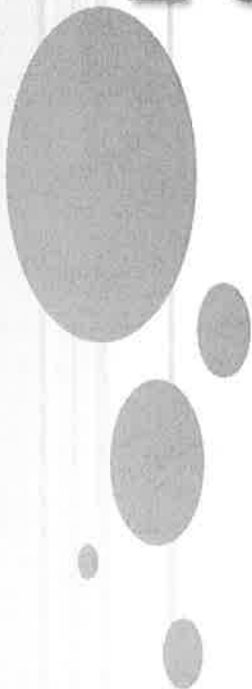
- ✓ Type of program (individual training or "toilet bathroom" method)
- ✓ Setting (home, school or both)
- ✓ Type of caregiver (parent)
- ✓ Communication to support (verbal, visual, PECS)
- ✓ Month to use procedure (learning, understanding, mastery, maintenance)
- ✓ What strategy prevents diaper use (child in a car and in school setting)
- ✓ Schedule
- ✓ Reinforcement/Consequences
- ✓ Data

How Long Will the Process Take?

- Days, weeks or months
- Not years...
- Need a coordinated/data driven approach



Toilet Training Toolkit



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Toilet Training Assessment (Interview)

Date Completed: _____ Interviewer: _____ Interviewee: _____

General Information about the Child/Family

What is the name of child? _____

What is the name of the parents? _____

Age (Chronological/Developmental) of child? _____

Weight of child? _____

Medical diagnosis (if any)? _____

Who lives with the child (siblings and ages)? _____

Please describe what your child likes (food, drinks, bubbles, IPAD, movies, characters (i.e.: Spongebob), etc. _____

Are there any major stressors/occasions coming up in the next few months that may affect toilet training? (i.e.; birth of a child, pre-school starting, moving?) _____

Current Situation

Have you ever attempted potty training in the past? If so, please describe what was tried and any success. _____

Does your child currently wear diapers, pull-ups, or underwear? _____

Does the child seem to notice when diapers are wet/soiled? _____

Does your child request to wear underwear? _____

Is there any interest in the bathroom, toilet, hand-washing, dressing, etc.? _____

Does child move away or hide to have BM? (If so, describe) _____

Does your child have regular bowel movements? (if so, when?) _____

Does your child soil during the night? _____

Does your child stay dry for at least 2 hours? _____

Does your child wake up dry? (always, frequently, occasionally, never) _____

Will your child: Sit on small potty or on the toilet? _____

If so, how long _____ seconds/minutes

Can your child follow simple directions? _____

Can your child pull pants up and down? _____

For boys, does your child ever stand to urinate? _____

Does your child ever urinate in the toilet? _____

_____ x/day or _____ x/week

Does your child ever have a BM in toilet? _____

_____ x/day or _____ x/week

How often does your child urinate in diaper/pull-up/underwear?

_____ x/day or _____ x/week

How often does your child have a BM in his/her diaper/pull-up/underwear?

_____ x/day or _____ x/week

Does your child request to use the toilet? _____

SELF-CARE CHECKLISTS

The focus of the VB-MAPP is primarily on communication and social skills. However, self-care skills are an important part of the child's growing independence. The following self-care checklists can be used for assessment and skills tracking. The list can be downloaded and printed as needed to complete your child's program. As always, the procedures derived from applied behavior analysis provide the best way to teach these skills.

DRESSING – BY ABOUT 18 MONTHS

- Pulls a hat off
- Pulls socks off
- Pulls mittens off
- Pulls shoes off (may need help with laces, buckles and velcro straps)
- Pulls coat off (may need assistance unbuttoning and unzipping)
- Pulls pants down (may need assistance unbuttoning and unzipping)
- Pulls pants up (but may need help getting pants over a diaper, and with buttoning, snapping and zipping)

DRESSING – BY ABOUT 30 MONTHS

- Unties shoe laces
- Unbuttons front buttons
- Unsnaps
- Fastens and unfastens velcro
- Unzips front zippers (smaller zippers may be difficult)
- Removes shirt (tight shirts may require assistance)
- Removes pants or skirts (may need help unzipping and unbuttoning)
- Puts on shoes (needs help discriminating right from left and tying)
- Puts on pants (may need help zipping and buttoning up)
- Adjusts clothing
- Matches own socks
- Matches own shoes
- Puts dirty clothes in a hamper

DRESSING – BY ABOUT 48 MONTHS

- Undresses (but may need help with tight pullover clothes)
- Dresses (may need help with back buttons and zippers such as on a dress)
- Puts on coat
- Puts on socks
- Puts on pants
- Buckles and unbuckles most buckles (some may be more difficult)
- Zips and unzips front zippers
- Buttons and unbuttons front buttons
- Snaps and unsnaps front snaps
- Identifies which clothes to wear for various weather conditions
- Attempts to lace shoes
- Puts on shoes (discriminating right from left with a prompt)
- Attempts to tie shoes
- Hangs up own clothes on a hook
- Hangs up own clothes on a hanger (with assistance)
- Folds own clothes (with assistance)
- Puts clothes in drawer

BATHING AND GROOMING – BY ABOUT 18 MONTHS

- Wipes nose with a tissue (with assistance)
- Washes hands (with assistance)
- Dries hands (with assistance)
- Attempts toothbrushing (with assistance)

BATHING AND GROOMING – BY ABOUT 30 MONTHS

- Attempts to use a washcloth and soap while bathing (with assistance)
- Brushes teeth (with assistance)
- Washes face (with assistance)
- Dries face
- Attempts to wash hands independently
- Dries hands
- Attempts to brush hair (with assistance)

BATHING AND GROOMING – BY ABOUT 48 MONTHS

- Wipes nose with a tissue and puts it in the trash
- Gets in and out of a bath tub with minimal assistance
- Uses a washcloth and soap when bathing
- Washes hair (with assistance, especially for longer hair)
- Dries self after a bath or shower
- Brushes teeth
- Flosses teeth (with assistance)
- Washes hands
- Washes face
- Dries both face and hands
- Hangs up towel after washing
- Brushes hair (with assistance, especially for longer hair)

FEEDING – BY ABOUT 18 MONTHS

- Eats finger foods
- Drinks from a cup by self
- Uses a spoon to scoop food
- Sucks from a straw

FEEDING – BY ABOUT 30 MONTHS

- Uses a fork to pick up food
- Uses a napkin to wipe face and hands
- Carries own lunch box or plate to table
- Opens own lunch box
- Opens ziploc bags
- Unwraps partially opened food packaging
- Puts a straw into a juice box
- Takes off own bib

FEEDING – BY ABOUT 48 MONTHS

- Uses the side of a fork to cut softer foods
- Uses a knife for spreading
- Uses a knife for cutting (softer foods)
- Keeps eating area reasonably clean while eating
- Unwraps most food packaging
- Opens milk or juice container
- Pours liquids into a cup or bowl (from a small pitcher or lunch thermos)
- Helps to prepare simple foods (spreading, stirring, using cookie cutters, holding a beater, measuring ingredients, pouring ingredients)
- Helps to set the table for meals
- Takes dishes to the sink
- Puts trash in a garbage can
- Wipes the table with a sponge or dish towel

TOILETING – READINESS SKILLS - BY ABOUT 24 MONTHS

- Responds to reinforcement
- Follows simple directions
- Seems uncomfortable in soiled diapers
- Remains dry for 2 hours at a time
- Bowel movements are predictable and regular
- Pulls pants down
- Pulls pants up (with assistance)
- Can sit still for 2 minutes at a time

TOILETING – BY ABOUT 36 MONTHS

- Has learned a word, sign, or PECS for toilet (e.g., potty, pee, sign for toilet)
- Mandates to use the toilet
- Unbuttons, unsnaps, or unzips pants
- Sits on toilet
- Urinates on toilet
- Wipes after urinating (girls)
- Defecates on toilet
- Wipes after defecating (with assistance)
- Pulls underwear up
- Pulls pants up
- Zips, snaps, or buttons pants (with assistance)
- Flushes toilet
- Washes hands (with assistance)
- Dries hands

TOILETING – BY ABOUT 48 MONTHS

- Aims into the toilet while standing (boys)
- Wipes self (girls wipe from front to back)
- Zips front zippers
- Buttons front buttons
- Snaps front snaps
- Washes and dries hands - as part of the toileting routine
- Night-time trained (may still have accidents)

Toilet Training Plan

Student Name: _____

Toilet Training Manager(s): _____

Date of original plan: ____/____/____ Revision Date ____/____/____

Type of Program: (please check)

- Schedule Training
- Intensive "In the Bathroom" Method

Place - What are the specific locations/bathrooms in setting?

- Home _____
- School _____
- Both Home and School _____

Type of Toilet

- Regular Toilet Seat
- Toilet Insert
- Small Potty
- Step Stool

Communication - The child will be prompted to ask using what form of communication before each scheduled toileting trip?

- Say
- Sign
- Use PECS

Vocabulary - What words will be used for the following?

Urine _____

BM _____

(circle) Bathroom Toilet Potty Restroom Other: _____

What will child wear during waking hours (underwear only, underwear with pull up on top, diaper with pants, underwear with pants/socks/shoes, a toileting alarm?)

At Home: _____

On Bus/In Community: _____

At School: _____

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During Naps and Nighttime: _____

Schedule

The child will be taken to the toilet every _____ min/hrs

If the child does not urinate in the toilet or in the diaper/pull up/underwear at time of scheduled toileting, the child will be taken to the toilet in _____ min/hrs

Wiping Child will be prompted to wipe:

Front to Back Back to Front Through legs Standing up/Squatting

How much toilet paper and how many times to wipe _____

*****If an intensive "in the bathroom method" will be used please see attached sheet and data sheet**

Reinforcement/Consequences: Please identify the reinforcers to be used or consequences to follow target behaviors.

Child will get _____ while seated on the toilet

If the child is dry, he/she will receive _____

If the child urinates on the toilet he/she will receive _____

If the child independently requests toilet, he will receive _____

If the child has an accident, what will happen? _____

Data

- Data will be recorded throughout the day on the attached data sheet
- Data will be graphed daily
- Only urine and BM accidents will be recorded

How often will data be shared between home and school (daily weekly, other)? _____

How often will the data be analyzed (daily weekly, other)? _____

Who will analyze the data (supervisors, team, etc)? _____

Comments

Toilet Training Data Sheet 2

Bathroom Schedule

Name: _____

Date: _____

Time

	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
	Wet Pants	Dry Pants	BM in Pants	Pee in toilet	BM in toilet	Indep.
Total						

Toilet Training Data Sheet 3

Name: _____

Date: _____

AM Home:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:
WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN
OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A
Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)
0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Date: _____

AM Home:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:
WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN
OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A
Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)
0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Date: _____

AM Home:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:
WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN	WDUBMN
OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A	OA OR A
Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)	Fluids(oz)
0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

W - Wet D - Dry U - Urinated in Toilet BM - Bowel Movement in Toilet N - Nothing OA - Offer Accepted OR - Offer Refused A - Alarm Sounded

Additional Resources and Products:

Small Potty

Fisher Price frog potty:

http://www.amazon.com/Fisher-Price-X4441-Froggy-Potty/dp/B005IWM8GY/ref=sr_1_1?ie=UTF8&qid=1358795085&sr=8-1&keywords=potty+fisher+price+frog

Potty Seat

One Step Ahead 3 in 1 Toilet Training Potty Seat

<http://www.onestepahead.com/catalog/product.jsp?productId=537132&cmSource=Search>

Toilet Alarm

Wet Stop 3

http://www.amazon.com/PottyMD-W103-Wet-Stop3-Bedwetting-Alarm/dp/B0013LRVWA/ref=sr_1_1?ie=UTF8&qid=1358795198&sr=8-1&keywords=wet+stop+3+bedwetting+alarm

Books/Video/Doll Set

Once Upon a Potty (for him or for her)

<http://www.amazon.com/gp/cart/view-upsell.html?ie=UTF8&HUCT=1&newItems=CBK6S5QEIMABK%2C1%7CC1Z4V1I2SYO3D%2C1%7CC24UBK3POHMB1W%2C1>

App

Potty Time (Call Rachel and potty chart) Free in iTunes

References

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K.A. Kroeger *, Rena Sorensen-Burnworth (2009) Toilet training individuals with autism and other developmental disabilities: A critical review. *Research in Autism Spectrum Disorders*, 3, 607–618

Getting Started with the Verbal Behavior Approach

http://barberabehaviorconsulting.com/articles/autism_file.pdf

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