

CHAPTER 10



Toilet Training

Let's be honest with each other. You don't need us to tell you that toilet training is among the most important skills your child needs to learn. Nor do we have to tell you that teaching your child how to go to the bathroom isn't much fun. It involves a good deal of your time and a willingness to put up with many frustrations and setbacks along the way. You know this already. Chances are you've already tried one strategy or another to make your child behave in the bathroom "like a big boy (or girl)." Yet the never-ending changing of clothes and the occasional embarrassments still continue. Chances are, too, that your child may be unable to participate in certain programs or activities that have, as their only price of admission, "the completely trained child."

Toilet training simply isn't easy. There are no shortcuts and, frankly, there's very little excitement. Instead, a commitment needs to be made and a set of systematic procedures needs to be followed. This chapter is designed to help you do both.

SKILLS INVOLVED IN TOILETING

Often when we think of toilet training we think of dry, clean pants . . . and little else. In fact, however, the child who is completely trained has learned more than how to eliminate in the toilet. Much more. This child can perform each of the following skills:

1. Recognizing the needs to go
2. Waiting to eliminate

76 *Steps to Independence*

3. Entering the bathroom
4. Pulling pants down
5. Sitting on the toilet
6. Eliminating in the toilet
7. Using toilet paper correctly
8. Pulling pants back up
9. Flushing the toilet
10. Washing hands
11. Drying hands

Your child may already have learned to perform some of these skills and, as you work through your training program, you will want to give him every chance to complete these on his own. Then again, he may not yet know how to do any of these skills. At this point you shouldn't worry about that.

Your initial goal will be to teach him one skill only: *eliminating in the toilet*. At first you may need to do most or all of the other skills for him. Later, you can gradually begin to teach him the other skills that combine to make up *complete toilet training*.

IS YOUR CHILD READY?

Your child is ready to learn toilet training if he

1. Can follow simple directions ("Come here, Billy")
2. Can sit in a chair for 5 minutes
3. Can wait at least 1½ hours between elimination times (before beginning urine training)

Note: If your child cannot yet follow simple directions or sit for 5 minutes, you should first concentrate on teaching these skills (see Chapter 8).

MAKE YOUR DECISION

Whether you have never before tried to toilet train your child, or whether you have tried before but had little success, make the decision right now to learn the approach and stick with it. As many parents have discovered, the end result will prove well worth the effort.

Remember, no one else can toilet train your child for you; it's an around-the-clock task, and your child spends most of his time with you. To be successful, though, you'll have to be consistent. This means enlisting the help of other people with whom your child spends his day—a babysitter, neighbors, a teacher, and, of course, other family members.



Parent to Parent

Our parent “co-workers” had several important suggestions for us to pass along to you:

Whitney’s mother said we could not stress enough that toilet training is a slow and gradual process, with any number of setbacks. “Sometimes you just don’t seem to be getting anywhere,” she told us, “and it’s so easy to convince yourself to quit.” Many others agreed with her that the most important message we could relay to you is, simply, “Don’t give up!”

Rafael’s mother spoke for a number of parents when she recalled how important careful record keeping was for their eventual success. “I was scared of numbers,” she remembered, “but over time it was okay. Record keeping seems like it’s going to be a lot harder than it really is . . . and there’s no way you can succeed without it.”

Finally, Scott’s father pointed out how the whole family benefited from being involved in Scott’s success. “We did it together, for Scotty and for us. We had to, to make it work.”

RECORD KEEPING

Recording Eliminations

If your child is already on a good “potty schedule” such that he eliminates in the toilet when you take him regularly and he never has daytime accidents, skip ahead to the section on Independent Toileting (p. 95). Otherwise, your first and *most important* step in toilet training your child is to find out his *elimination pattern*—the times each day when he is most likely to wet and/or soil his pants. You can begin a systematic program to train your child only after you know his elimination pattern.

To determine your child’s pattern, you should keep a record for 2 weeks of the times he urinates or has a bowel movement. You will begin toilet training *only after* this 2-week period.

What to Do for 2 Weeks

1. **Continue** during this 2-week period to handle toileting as you have been. If you have not been bringing your child to the toilet, don’t start to do so yet. If

78 *Steps to Independence*

you have been bringing your child to the toilet, record whether he urinates, has a bowel movement, or does not eliminate while sitting there.

2. **Check** your child when he first gets up in the morning to see if he is dry, if he has urinated, or if he has had a bowel movement in his diaper (Pampers, Huggies, or whatever).
3. **Check** him again 1 hour later, and continue to check him every hour until he goes to bed.
4. **Record each time** whether he is dry, has urinated, or has had a bowel movement. (We'll talk more about this in a moment.)
5. **Change** him if he is wet or soiled when you check him. You should do this so you will know whether he has eliminated again in the next hour, and so he will start getting used to being dry.

How to Keep Your Record

The Elimination Record on page 79 is for you to use to keep a record. After you have read the rest of this section, make two copies of this chart and write the days in, so you can record for 2 weeks. Remember, you can also download this chart (and any chart in the book) from our web site at <http://www.brookespublishing.com/steps>. Put the Elimination Record up in the bathroom and begin keeping your records tomorrow.

Pants Column

In the *Pants* column you will record every hour:

D	if he is dry
U	if he urinated in his pants
BM	if he had a bowel movement
U/BM	if both

Of course, you don't have to wait an entire hour. Anytime you think he is wet, check him, write the time on the chart, and record the results.

Toilet Column

If you do put your child on the toilet, record the results in the *Toilet* column in the same way. (Remember, do not start putting him on the toilet yet if you have not already been doing it.)

D	if he didn't eliminate in the toilet
U	if he urinated in the toilet
BM	if he had a bowel movement
U/BM	if both

Toilet Training 79

As you can see, record keeping will take you no more than a minute each hour. Yet this is the *most important* part of your toilet training program.

You may have had experience keeping records before, and feel ready now to begin. Or you may be among the many parents who have never kept records of behavior before, and expect it to be a difficult and confusing process. We want to make sure that you do not quit before you even begin, so we present several examples here to make record keeping a bit clearer.

Elimination Record														
CHILD'S NAME: _____														
DATE BEGUN: _____														
	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7	
Time	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet
7:00														
8:00														
9:00														
10:00														
11:00														
12:00														
1:00														
2:00														
3:00														
4:00														
5:00														
6:00														
7:00														

80 *Steps to Independence*

Charting

Jeff's mother was very anxious to begin a toilet-training program. When asked about Jeff's elimination pattern, she first described him as "usually wet sometime in midmorning and a couple of times in the afternoon." This was not specific enough, and the 2-week charting period was initiated to gather more exact information. Jeff's mother continued the usual toileting routine, except that she checked Jeff *every hour* and wrote down the results.

Her chart for the first morning looked like this:

Day 1		
Wednesday		
Time	Pants	Toilet
7:00	U	D
8:00	D	
9:00	D	U
10:00	D	
10:25	U/BM	
11:00	D	

This is what the chart shows:

- At 7:00 she had found his pajamas wet with urine (U); she put him on the toilet like she always did, but he didn't go (D).
- At 8:00, 1 hour later, she checked him again and his pants were dry (D). She did not put him on the toilet.
- At 9:00 he was still dry (D), but he urinated when put on the toilet (U).
- At 10:00, dry again (D).

- At 10:25 Jeff wet and soiled his pants (U/BM); his mother saw the signs, but too late to get him to the toilet. She wrote the time down on the chart.
- At 11:00 he was dry (D).

At the end of 2 weeks, this simple, daily recording of Ds, Us, and BMs had given Jeff's mother the information she needed to begin successful training. There were, of course, several times during the 2-week period when she was busy and forgot to "check"; having the whole family working with her on the toilet-training program was a big help.

Now let's look at a record of one child's elimination pattern for 1 week, from 8:00 A.M. to 12:00 noon. You might be surprised to see how many questions it can answer.

TIME	Sun.		Mon.		Tues.		Wed.		Thurs.		Fri.		Sat.	
	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet
8:00	D		D	D	D		D		U	D	D		D	
9:00	BM	U	U	D	U		U		^U / _{BM}	D	D	U	U	D
10:00	D		BM		BM	U	BM		BM		BM	D	BM	
11:00	U		D		D		D	D	D		U	D	D	U
12:00	D		U		U		U		U		U		U	

Write down your answers:

1. *Where* does she have a bowel movement on Saturday? _____
2. *What time* did she have a bowel movement on Wednesday? _____
3. *How many* bowel movements did she have on Thursday? _____
4. *How many* bowel movements did she have at 9:00? _____
5. *At what time* did she have the most bowel movements? _____

82 *Steps to Independence*

A whole chart looks confusing. But each specific square tells you something that is really quite simple. Check your answers. 1) Pants, 2) 10:00, 3) Two, 4) Two, 5) 10:00.

You are now ready to record your own child's elimination pattern. Keep a record for 2 weeks, and during this time, read the rest of the chapter so that you will be ready to begin a program.

If you do not keep a consistent record during the next 2 weeks the rest of this chapter will be of no use to you. *Remember that during these 2 weeks there is no such thing as success or failure; you are only trying to see what your child's elimination pattern is so that you can then set up a toileting schedule that makes sense for her.*

In order for the records to show a pattern, you must know what your child does during all the hours she is awake. This means you may have to send the records with her to school or to Grandma's and you will have to carefully explain the record-keeping procedure to your family, maybe even to the babysitter. You are the teacher for this program. Others will be helpful if you make clear what they should do, and if they see that you take the program seriously yourself.

WHERE TO BEGIN—BOWEL OR URINE TRAINING?

When first toilet training your child, you should begin with bowel training. However, if 1) your child has all his bowel movements in the toilet and 2) your elimination records show he can wait 1½ hours between urination times, then your child is ready to begin urine training.

Note: In some cases a child will already be urine trained but not bowel trained; if this is the case with your child, then proceed with bowel training.

There are many reasons why bowel training comes first. Bowel movements occur less frequently and more systematically than urination. As a result, there are fewer trips to the toilet, and less of your time is needed. Fewer new expectations are placed on your child. More important, each trip to the toilet is more likely to be successful. Also, signs that indicate to you that your child needs to move his bowels are easier to detect (for example, straining, red in the face, quiet, or squatting down). When bowel training has been accomplished, urine training will follow with little difficulty, as your child will now be familiar with the toileting routine.

When you have 1) kept the 2-weeks' record of your child's elimination pattern and 2) decided whether to begin bowel or urine training, then you are ready to determine his toileting schedule. The following section focuses on how to determine a toileting schedule for bowel training. Even if you are beginning with urine training, you should read this section carefully, since the procedure is almost identical in both cases. After this, we consider the few minor ways this process differs for urine training.

DETERMINING A TOILETING SCHEDULE

1. Take the 2-week elimination records you have kept and circle every BM (preferably in a color that will stand out).

Elimination Record														
CHILD'S NAME: <u>Alex</u>														
DATE BEGUN: <u>November 14</u>														
	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7	
	Wednesday		Thursday		Friday		Saturday		Sunday		Monday		Tuesday	
Time	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet
7:00									D	U				
			7:30										7:30	D
8:00	D	U	D		U	U	D	U	D		U	U	D	
9:00	D		D		D		D		U		D		D	
10:00	<u>4:30 AM</u> D		U		D		<u>BM</u>		D		<u>4:30 AM</u> D		U	
11:00	U		D		U		D	U	D	D	D		D	
12:00			<u>11:30 AM</u> D		D				<u>4/8 AM</u>		D		<u>BM</u>	
1:00	D		D		D		D		D		U		U	
2:00	D		U		U		D		D		D		D	
3:00	<u>2:30</u> D		D		D		D		U		D		U	
4:00	D		D		D		U		D		U		D	
5:00	U		D	U	<u>4:30</u> D		D		D		D		U	
6:00	D		D		<u>6:30 AM</u> D		U		<u>5:30</u> D		D		D	
7:00	D		U		U		D		D		<u>6:30</u> D		U	

2. For each time period (7:00, 8:00, 9:00, and so forth), add across the two pages the number of bowel movements your child has had. Write the total number for each period in the left-hand margin, next to the time to which it refers.

On this page and the next are examples of one child's 2-week record with Steps 1 and 2, above, completed. Take some time to understand what these samples show before proceeding.

For most children, there will be some *pattern* to the elimination. There should be several times during the day when the BMs are most likely, times that have the highest totals for the 2-week period. For example, in the sample charts you've just seen, Alex was most likely to have a BM during one of the follow-

84 *Steps to Independence*

Elimination Record														
CHILD'S NAME: <u>Alex</u>														
DATE BEGUN: <u>November 21</u>														
	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7	
	Wednesday		Thursday		Friday		Saturday		Sunday		Monday		Tuesday	
Time	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet
7:00														
			7:30 U	U			7:30 D	U					8:30 U	
8:00	D	U	D		D	U	D		D	U	U	U	D	
9:00	D		D		D		D		D		D		D	
			9:30 BM											
10:00	U		D		U		U		BM 10:30 U	D	D		U	
11:00	D		D		D		D		D		U		D	
12:00	U		U		U/BM		U		D		D		U	
1:00	D		D		U		D		U		D	U	D	
2:00	D		U		D		D		D		D		D	
	2:30 U													
3:00	D		D		D		U		U		U		U	
4:00	D		D		U		D		D		D		D	
5:00	U		U		D		D		U		D		D	
	5:30 BM						5:30 U							
6:00	D		D		U		BM		D		U		BM	
7:00	U		D		D		U		U		D		U	

ing time periods: 9:30 A.M. to 10:00 A.M., 11:30 A.M. to 12:00 noon, or 5:30 P.M. to 6:00 P.M.

3. *If your child has a regular and easily identifiable pattern, toileting times will be easier to schedule. Fifteen minutes before each of the times he usually has a bowel movement, you should bring your child to the toilet. For Alex, the first toileting time would be 9:15 A.M., the second would be 11:15 A.M., and the third would 5:15 P.M.*

If your child usually has only *one* BM in the morning and if he has a BM the first toileting time, you need not take him again. If he does not eliminate at this time, however, and if he has not soiled between toileting times, you will need to take

him to the toilet at the next scheduled time (for Alex, in our example, this time would be 11:15 A.M.).

Further on, we discuss exactly what you should do at these toileting times. For now, we are only trying to establish a schedule of the best times for toileting. From the 2 weeks of records, we want you to be able to make a statement such as: "He usually has a BM about 10:00 in the morning. If not then, it's usually between 11:30 and 12:30. Later in the afternoon, he will sometimes have a second BM between 4:00 and 5:00."

From this kind of statement you can list the best toileting times, which, again, will be 15 minutes before the usual elimination times.

4. If your child *does not* have a regular or easily identifiable pattern, your first toileting time should be 15 minutes before the first time when a BM was recorded. You would then schedule toileting times for every 2 hours after this. If he usually has only one BM a day, you will not toilet him again after he has had a BM.
5. You should now select two to four times during the day that are best for taking your child to the toilet for his bowel-training program. When you have determined your child's toileting times, write them here:

You should carry out toileting at these exact scheduled times for 1 week. After 1 week, you should study your records and, if necessary, change the schedule to fit your child's elimination pattern more closely. For example, if he always seems to have a BM 25 minutes after you have toileted him, make your scheduled time 15 minutes later. If he already has had a BM on several days when you go to toilet him, make your scheduled time 15 minutes earlier. ***Do not make any changes in your schedule during the first week;*** in later weeks you should only adjust your schedule when your records consistently suggest a change. (Do not change your schedule just because his elimination times changed for a day or two.)

The main reason that toilet training fails, when it does, is parents' failure to develop a good toileting schedule and to stick with it. Some people do not see the value in record keeping or do not take the extra time to read these pages carefully and examine their 2-week records for a pattern. Others do this but are not consistent in following the schedule they develop. In either case, toilet training fails and the parents and child both lose. Most parents, however, do succeed, and you can be among them.

Most parents find it helpful to get the aid of a spouse or neighbor or older child in determining the best toileting schedule. Perhaps you will find it useful at this point

86 *Steps to Independence*

to discuss your toilet-training plans with someone else. In general, it is good to involve someone else in your program so you can talk over progress with him or her.

Special Note: Determining a Toileting Schedule for Urine Training

To determine a toileting schedule for urine training, you should follow the same procedure just outlined for bowel training. Keep in mind the following minor changes:

1. You will circle the Us on the 2-week elimination record and add these up.
2. There will be a greater number of times for urination. Select four to eight times during the day when your child is most likely to urinate. No two times should be closer than 1½ hours.
3. Arrange your toileting schedule so that your already-established toileting times for bowel training become part of it.
4. Take your child to the toilet at all of the scheduled times.

If you are beginning with urine training, write the best toileting times for your child's urine training here (as determined from the 2-week record).

Remember: Determining a schedule is the most important part of toilet training.

USING REWARDS

You may want to refer back to Chapter 4 to review what we have said about rewards, because, as with teaching any skill, rewards are very important for successful toilet training.

At first you should only require your child to do a small step, such as sitting on the toilet. You should immediately praise her and give her a raisin, a sip of juice, or whatever reward you have selected. With time your child will no longer need the reward and will be able to sit on the toilet at your request. You should then only reward her after she eliminates.

You should be ready to give your attention and special treat immediately when she eliminates—then quickly remove her from the bathroom so that she will not be eating a snack or playing with a toy for long in the bathroom. Remember, the bathroom is not a playroom.

Rewards

Mrs. Johnson's bowel training program ran into trouble right from the start: Jamal would not sit on the toilet for longer than 30 seconds. She



knew he liked vanilla cookies and praise, but he would never be able to earn them for eliminating in the toilet if he didn't sit there. So the first behavior to increase was sitting on the toilet, and we advised that she praise and reward Jamal first for just sitting 30 seconds, then 40 seconds, then 50 seconds, and so on, until he could sit for 5 minutes. When he got up too soon, Mrs. Johnson would dress him and take him out of the bathroom with as little attention as possible and no cookies. Jamal soon learned that the only

way he could get her attention—and cookies—was to sit on the toilet.

As Jamal sat on the toilet for longer periods of time, he also began to eliminate in the toilet—for which he immediately received praise and a cookie.

BEHAVIOR PROBLEMS

To give a clearer presentation of the steps in toilet training, we do not dwell here on the many behaviors your child will find to interfere with your plans. At times, it may sound like we are writing about an ideal situation in which your child's behavior problems will not get in the way. They will.

At the end of this chapter, we discuss some of the most frequent questions asked of us, some of which relate to behavior problems that arise during teaching.

88 *Steps to Independence*

In addition, you may want to refer to Chapters 15–18, on behavior problems and their management.

BOWEL TRAINING

This section on bowel training has seven parts. Please read them all before beginning your child's program.

Continue the Diapers

This is not yet the time to change to training pants, so keep your child in diapers (most likely paper) throughout his bowel-training period. When he soils his diapers, change him in the bathroom, and without making a fuss. Don't scold him, punish him, or even act upset. Change him with as little attention as you can. The attention that children get while being changed—even if it's scolding—is often one reason they continue to soil their diapers. You will want to save your attention for when your child eliminates *in the toilet*.

Recognize Your Child's Signs

You will be toileting your child on the regular schedule you have determined from his elimination pattern. However, you should also be aware of those other times when he may signal his need to go. Children signal in different ways—straining, quietness, redness of the face, and squatting are typical examples. Learn to recognize your child's signal, and take him to the toilet whenever it occurs. Record every time you toilet him, even if the time is not on the original schedule.

Set the Stage for Success

You should give your child every chance to perform successfully on the toilet. You have already developed a schedule for toileting her at those times when she is most likely to go. To increase her chances for success even more, follow these guidelines for setting the stage.

Be Consistent

Keep your toileting routine as consistent as possible so that your child will come to expect it and be at ease with it. Take her to the toilet *on schedule* and do not change the schedule during the first week. Take her to the same toilet (when possible) and use the same words to make the whole process as predictable as possible. If she is taken to the toilet at school, be sure that you have thoroughly shared your program with her teachers.

Use a Regular Toilet from the Beginning

If your child is too small to use the regular toilet, make the seat more comfortable by placing a smaller one over it and by providing her with a box or stool on which

she can rest her feet. If you should find it necessary to use a potty chair, keep it in the bathroom and always use it there.

Avoid Distracting Toys and People

In the beginning, it is important for your child to learn that the bathroom is not a playroom. She is there for one reason only—to eliminate in the toilet. To help her concentrate on this task, you should remove any toys or games (or people!) from the bathroom that might compete for her attention.

Avoid Distracting Talk

You, too, are in the bathroom with your child for a specific reason—to help her attend to the task at hand. Thus, while she is on the toilet, talk to her about what she is supposed to be doing, what the toilet is for, and avoid, at this time, talking about unrelated matters that again might only distract (nursery rhymes, what's for supper, and so on).



Mrs. Charles had taken her 2 weeks of data and determined Julie's elimination pattern. Now, on the second morning of the bowel-training program, with Julie already seated for her 7:15 toileting, both Mr. Charles and Brittany rushed in to use the sink. Immediately Julie was on her feet to join them—unknowingly, Dad and Brittany had distracted her from the task at hand.

For this bowel-training program to be successful, the "morning rush" to the bathroom would have to be worked out more carefully. As it turned out, Dad and Brittany were able to use the bathroom before and after Julie's toileting time (Brittany agreed to get up a few minutes earlier and Dad agreed happily to get up a bit later). With a large family and only one bathroom, however, the scheduling is always difficult and a toilet-training program makes it even more so. Some family cooperation is necessary for success.

Put Your Child on the Toilet

The general bathroom routine is as follows:

1. Bring your child to the bathroom on schedule or when he signals. Pull his pants down to below his knees (if he can do all or any part of this task himself, he should be encouraged to do so).

90 *Steps to Independence*

2. Have him sit on the toilet for 5 minutes. Stay there with him. Praise him occasionally for sitting. (“That’s great! You’re sitting on the toilet.”) And explain what is expected in a straightforward, nondemanding way.
3. If he eliminates, praise him and give him his reward.
4. If he does not eliminate, remove him from the toilet and take him out of the bathroom for 10 minutes. Then come back for another 5-minute sitting on the toilet. Again, if he eliminates, praise and reward him. If he does not eliminate, wait until he signals, or for the next scheduled time, and try again.

Of course, you cannot “demand” that your child eliminate in the toilet. This will only make him tense and less likely to succeed. Instead, in the beginning, going to the toilet should be a casual matter, with little required on his part other than to sit.

In the 20-minute period, give your child two 5-minute chances to eliminate, with a 10-minute break in between. This routine avoids the frustration and discomfort of having to sit for long periods of time. Even if he still doesn’t eliminate, he has performed part of the task successfully, and at first you should reward him just for sitting.

Phase Yourself Out of the Bathroom

It is important that you phase yourself out of the bathroom gradually so that your child will get used to staying there by himself. You should begin doing this as soon as your child is able to stay on the toilet without your help and verbal reminders. After you have taken your child into the bathroom, or have put him on the toilet (depending on how much help he needs), stay with him for less and less of the sitting time. Move away *gradually*. At first, pretend to be attending to other things in the bathroom. Then stand in the doorway and, finally, leave the room entirely.

Even though you are “phasing yourself out,” you must continue your attention and rewards when he is successful. Come back to praise and reward him, and give him help finishing up when he needs it. When your child consistently eliminates in the toilet, you can begin to phase out rewards as you would with any new skill.



Keep Records

Record keeping continues throughout the entire bowel-training program. Put a chart on the wall near the toilet. Circle the times you have chosen as your toileting

schedule. Every time you take your child to the toilet, write down whether she is dry, wet, or soiled (D, U, BM) and what she does on the toilet (D, U, BM). This chart is the same as you used during the 2-week period, except that now you do not check her every hour.

If you take your child to the toilet (or if she has a BM in her diapers) at other than your scheduled times, record the time and the result on the chart.

Recording progress carefully is just as important as the teaching strategy we have discussed. Keeping a daily record of progress will remind you to regularly carry out the toileting program, as well as help you to see “how it’s going.”

Evaluate Progress

By looking at your chart week by week you can answer some important questions:

Are you toileting him at the best times?

Remember, we suggested that you keep to your original schedule for 1 week and then check to see whether any changes are required. If your child often had a BM in his diaper when you brought him to the toilet at the scheduled time, you should change that time to 15 minutes earlier. If he often soiled shortly after the toileting time, you should schedule a time 15 minutes later.

You might also find that as your child begins to be toilet trained, he will have only one BM a day, and some of the later toileting times can then be dropped. After making a change in the schedule, always stick to this new schedule for *at least* 1 week before changing it again. Only change it when your records have clearly indicated a change for at least 5 days.

Are you making progress?

One reward for your teaching efforts is seeing your child learn. Because we sometimes don’t see changes too clearly in those skills we teach every day, records of progress will help you to see that he really has learned over the past weeks. Every week you can count from your chart 1) the total number of BMs he has had in his diaper and 2) the total number of BMs he has had in the toilet. Write these totals down weekly. If the total times in diapers is going down and the total times in the toilet is going up—*that’s progress!*

In the following example there was not much progress for the first 4 weeks, and then gradual improvement began. Sometimes progress is faster than this, sometimes much slower. By keeping an accurate record, you will be able to see changes that you otherwise might not notice. The progress record is your reward!

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
BM IN DIAPERS	7	8	5	5	6	5	4	4
BM IN TOILET	1	2	2	2	3	4	3	4

92 *Steps to Independence*

FINAL COMMENTS

This program is much easier for us to describe than for you to do. It means remembering a schedule and often interrupting something you're doing to toilet your child at the correct time. It means taking diapers off and putting them on twice every toileting time (because of the 5 minutes on, 10 minutes off, 5 minutes on routine) and doing this several times every day. It means continuing to change soiled diapers at other times while trying to greet that task in a "matter-of-fact" way. And, especially, it means being enthusiastic and ready to praise your child for every little step of progress.

You will, of course, be frustrated, disappointed, uncertain, and upset at times. You will have days when other activities make it impossible for you to stick with the schedule. You will feel you're doing something wrong when your child soils his diaper and your schedule didn't "catch" him on time. You will be very tempted to change the schedule often without waiting 1 week. You will—hold it—let's not dwell any longer on possible problems. If you stick with the program despite the fact that it's not easy, *you will succeed*.

Summary for Bowel Training

Continue the Diapers

Keep your child in diapers until you are ready for urine training.

Recognize Your Child's Signs

Be aware of times other than the scheduled times for toileting when your child may indicate his need to go.

Set the Stage for Success

- Be consistent.
- Use a regular toilet.
- Avoid distracting toys and people.
- Avoid distracting talk.

Put Your Child on the Toilet

- Bring your child to the toilet on schedule or when he signals.
- Have him sit for 5 minutes.
- Praise and reward him if he eliminates.
- If he does not eliminate, remove him from the bathroom for 10 minutes.
- Return him to the toilet for another 5-minute sitting.

Phase Yourself Out of the Bathroom

- Begin when your child can stay on the toilet for 5 minutes without your assistance and verbal reminders.

- Continue to come back and praise and reward him for eliminating (“Good! You’re sitting on the toilet!”).

Keep Records

- Every time you toilet your child, write down whether he is dry, wet, or soiled before (D, U, BM) and what he did on the toilet (D, U, BM).
- If you take your child to the toilet at other times, then record this also.
- Any time your child has a BM in his diapers, record it on your record sheet.

Evaluate Progress

- Determine whether you are toileting him at the right times.
- Stay on any new schedule for at least a week before changing.
- Count the number of BMs your child has in his diapers and in the toilet and write them down each week.
- Finally, don’t forget to reward yourself occasionally for sticking with the program!

URINE TRAINING

Your child is ready to begin urine training when 1) her BMs occur during the first 5-minute toileting period (so the second 5-minute period is unnecessary) and 2) she has no more than one BM “accident” in her diapers during a typical week.

If you have just completed your 2-week record and have determined a toileting schedule, you are ready to begin. However, if you have been carrying out the bowel-training program and your child has now become ready for urine training, it will help to do another 2-week record first, just as you did for bowel training. Determine a toileting schedule for urine training and be sure to incorporate the bowel-training toileting times into your new schedule.

With only a few changes, urine training follows the same seven steps as bowel training. So rather than repeat ourselves, we’ll just note the ways that urine training differs from what you’ve already learned.

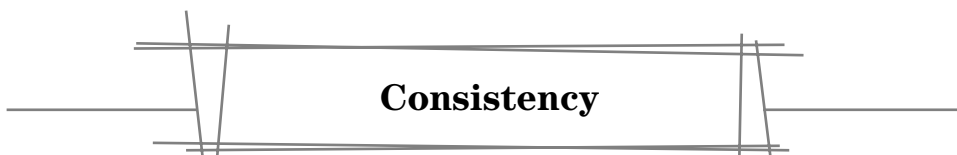
Begin Using Training Pants During the Day

Now is the time to take your child out of diapers and rubber pants and switch to training pants during the day. This will be an inconvenience to you at first, as there are bound to be many accidents and puddles. This is a necessary inconvenience, however. From your child’s point of view, diapers have always been for wetting. What you are telling her by taking her out of diapers is that those days are over. Training pants are for children who are learning to go in the toilet! You should continue to keep her in diapers at night, however.

94 *Steps to Independence*

Put Your Child on the Toilet

For urine training, have her sit on the toilet for 5–10 minutes. If she does not urinate, remove her from the bathroom until the next scheduled time—unless she signals a need to go before then.



Robert's case was typical. There had been times his parents had frantically tried everything to train him and other times when they weren't really doing anything. We don't know how Robert felt after several weeks on our program, but our guess would be: comfortable. Now there was a consistent routine. For example, at 9:30 in the morning, Mom would take him to the toilet. If he was already wet, she wouldn't scold, but just sit him on the toilet anyway. There was nothing in the bathroom to distract him and Mom, every few minutes, reminded him to "go peepee in the toilet."

Mom only made Robert sit there for 5 minutes or so. If he didn't go, she just quietly helped him get dressed again. But when he did go, Mom was really pleased. She would smile and praise him ("Robert, what a big boy!") and even have a cookie or a cracker ready for him. And when Dad or Sis were helping Robert, they would do exactly the same thing—even the cookie! Yes, our guess is that Robert felt pretty comfortable with this program.

Summary of Urine Training

Begin Using Training Pants During the Day

Take your child out of diapers and rubber pants during the day. Continue diapers at night.

Learn to Recognize Your Child's Signs

Be aware of times, other than the scheduled times for toileting, when your child may indicate his need to go.

Set the Stage for Success

- Be consistent.
- Use a regular toilet.

- Avoid distracting toys and people.
- Avoid distracting talk.

Put Your Child on the Toilet

- Bring your child to the toilet on schedule or when he signals.
- Have him sit for 5–10 minutes.
- Praise him occasionally for sitting.
- If he urinates, praise and reward him *immediately*.
- If there's no success, remove him from the bathroom until the next scheduled time for toileting.

Phase Yourself Out of the Bathroom

Begin when your child can stay on the toilet for 5 minutes without your assistance and verbal reminders. Remember to come back and praise and reward him for eliminating.

Keep Records

- Every time you toilet your child, write down whether he is dry, wet, or soiled before (D, U, BM) and what he did on the toilet (D, U, BM).
- If you take your child to the toilet at other times, note it on your record sheet.

Evaluate Progress

- Determine whether you are toileting your child at the right times.
- Stay on a new schedule for at least 1 week before changing the times to toilet.
- Count the number of times your child has urinated in his pants and in the toilet and write these totals down each week.
- Finally, don't forget to reward yourself occasionally for sticking with the program!

INDEPENDENT TOILETING

Is Your Child Ready?

You are taking your child to the toilet according to schedule. When she is trained to the point that she does not have more than one accident a week, then she is probably ready to learn to go to the toilet on her own. If the answer is yes to any of the following, then she is definitely ready.

1. Does she show any signs that she knows she needs to urinate or move her bowels? This may be a word such as "BM," peepee," or "potty," or the manual sign

96 *Steps to Independence*

for TOILET. It may be a sound such as, "mow" or "buh" that is privately meaningful to your child, or maybe just a sudden quietness or "jumpiness" or crossing her legs.

2. Does she ever indicate her need directly to you by tugging on your sleeve, or pointing, or making a sound?
3. Does she ever use the toilet on her own (without your taking her)?



Learning All the Steps

Remember we said earlier that the completely toilet-trained child can perform a number of skills. The list was as follows:

Going into the Bathroom

1. Recognizing when he has to go
2. Waiting to eliminate
3. Entering the bathroom

Independence in the Bathroom

4. Pulling pants down
5. Sitting on the toilet
6. Eliminating in the toilet
7. Using toilet paper correctly
8. Pulling pants back up
9. Flushing the toilet
10. Washing hands
11. Drying hands

Your child can now sit to eliminate in the toilet, and perhaps do some of the other steps. As you can see, if he can do Steps 4–11, he is now *independent in the bathroom*. If he cannot do some of these steps by himself, you should teach these next so that after *recognizing when he has to go and entering the bathroom*, he will be able to carry through on his own. You have probably been teaching these skills all along, but let's briefly look at some of the steps.

Pulling Pants Down (Step 4) Pulling pants down, as well as pulling them back up and washing and drying hands, are dressing skills your child needs for toileting independence. Read Chapter 9 and refer to the specific program guidelines in Appendix C for the dressing and grooming skills needed in toileting.

Using Toilet Paper Correctly (Step 7) This is perhaps the last step in the toileting routine that any child masters, though you should teach it through-

out bowel training. Your child needs to learn to do more than just take a “quick swipe” with toilet paper. You will have to show him how much toilet paper to tear off (more than one sheet, less than the whole roll!). You will also have to monitor the wiping, urging him to slow down, perhaps guiding him and having him repeat the process until he is clean. Because using toilet paper is the least attractive step (of a not especially attractive skill to teach anyway), it would be easy for you and your child to avoid paying it sufficient attention. But do pay attention!

Pulling Pants Back Up (Step 8) Refer back to Step 4. Further skills such as zipping up pants, buttoning or snapping pants, and buckling a belt are necessary for your child to be fully independent in toileting. However, for now these are skills you can help him with after he leaves the bathroom routine. When you decide he is ready to learn these zipping-buttoning-buckling skills, refer to Chapter 9 and Appendix C.

Flushing the Toilet (Step 9) This step is the easiest for your child to learn and the most fun to do. All through bowel and/or urine training you should have him flush the toilet after he has eliminated. It is likely that this will readily become part of the routine, though reminders may be necessary.

Washing and Drying Hands (Steps 10 and 11) You should teach your child these skills, but do not wait for her to master them before you work on Steps 1–3: *Going into the bathroom.*

Establishing a Routine

We should note that your child may well learn each of these separate steps and yet be unable to perform them one after the other in a smooth routine without your repeated prodding. But such a routine is necessary for your child to be truly independent in the bathroom. You will need to gradually fade out your reminders. Wait a bit after she completes a step to see if she will do the next one without a reminder. If she needs a reminder, try asking, “What do you do next?” rather than telling her outright. Progressively fade your reminders out of the routine and yourself out of the bathroom.



True Independence

Once your child is independent in the bathroom, it's time to teach him first to enter the bathroom on his own and *then* to recognize when he needs to go and to hold back until he is on the toilet.

Teaching Him to Go into the Bathroom

Stay on each step until your child can successfully do that step for three to four trips to the bathroom. Then move on to the next step.

98 *Steps to Independence*

1. Take your child almost to the bathroom door and say, “Go to the bathroom” or “Go peepee,” or whatever words you consistently use. (It will help a great deal to have one word he knows.) Remember to praise and reward him.
2. Take him partway to the bathroom door and say, “Go to the bathroom.” Praise and reward him.
3. Point him in the direction of the bathroom and say, “Go to the bathroom.” Praise and reward him.
4. Say, “Go to the bathroom.” Praise and reward him.

Delay Toileting Time: Holding Back Until on the Toilet

When the regular toileting time comes along, wait a little before taking your child to the toilet. Try 10 minutes at first. (The reasoning behind this is that by toileting your child fairly frequently he may never feel much bladder tension. It is necessary for him to learn that these feelings of tension are a signal that means “It’s time to go to the bathroom.” By waiting, you may be giving your child a chance to experience this tension.) When you delay, various things may happen:

1. Your child may go directly to the toilet when he feels the tension of a full bladder. Great! Praise and reward him.
2. He may come to you, indicating that he knows he needs to use the toilet. Also great! Praise him, take him, and reward him for using the toilet.
3. He may *begin* to wet or move his bowels in his pants and then come to you. That’s fine too (at first)—a good beginning. Take him to the bathroom and reward him for finishing in the toilet.
4. He may neither go to the toilet nor come to you nor begin to eliminate. In this case, take him to the toilet as you always have at the end of the 10-minute delay, and next time make the delay a little longer, say 15 minutes.
5. He may wet or soil his pants during the 10-minute delay period, without coming to you to be taken to the toilet. React in the same way you always do when he soils or wets his pants—with as little fuss and attention as possible and without scolding. Continue to try the 10-minute delay to give him a chance to recognize a full bladder or rectal tension as a signal for using the toilet. If he continues to soil or wet his pants, try a shorter delay (5 minutes).

In addition to the regular toileting times, your child may indicate to you a need to go at other times by tugging, pointing, saying a word, or making a sound. When he does, take him to the bathroom and reward him at first whether he eliminates or not. Later, when he is indicating regularly that he needs to go, reward him *only* if he eliminates. Whenever your child goes into the bathroom and uses the toilet on his own, praise and reward him.

We often hear from a parent that a child is *completely trained* because he always eliminates on a toileting schedule. The same child’s teacher may find him *completely untrained* because she doesn’t take him to the toilet on a regular schedule. Neither, of course, is correct. He has learned some of the steps but not all of

them. He still must depend on an adult to take him to the toilet. Parents often hesitate to begin to teach independence to the child who goes perfectly on schedule, and we can see why there will be some accidents again. But the end result is worth it!

QUESTIONS AND ANSWERS

It should not surprise you if, as you begin a toileting program, you discover that things aren't always going as smoothly as this chapter envisioned they might. Our experience has revealed a number of questions that parents often ask.

Does a toileting program have to be carried out every day to be successful?

Consistency is more important in teaching toileting than in any other skill area. A child learning to eliminate on the toilet is confused if some days you patiently toilet him while other days you can't because you're in a hurry. Of course, there will be an occasional day when other family activities take priority, or when your child is sick, or when you, for whatever reason, do not feel quite up to toileting him. An occasional lapse in your toileting program will not spell failure. But a general inconsistency in toileting may prevent a successful teaching effort in the toileting program.

Does the same person always have to work on the toileting program with the child, or can different family members take turns?

If at all possible, have family members share the task with you. First, they need to spend time with you to understand what you're doing. They should read this chapter, and you should discuss the toileting program together. Also, you should all observe each other, so that you are all doing things the same way and are expecting the same things from your child.

My child is in a toileting program at school. Will I confuse her by trying to train her using this book's approach at home?

Yes, you might, if you and the teacher are making different demands. Teaching toileting is best done at home, and your child's teacher should be happy that you are making this effort. Talk with him or her, share your records, and make sure that you are both making the same demands on your child. Likewise, if you have taught your child some of the steps involved in toileting and her teacher or other family members continue to do these steps for her, talk with them about your program and explain what she should be left to do by herself.

This chapter says to give my daughter a reward when she eliminates. Does this mean that I give her food while she is still on the toilet?

In the beginning it is important to reward her immediately after she eliminates—while she is still on the toilet. This will make it clear to her exactly what behavior

100 *Steps to Independence*

is being rewarded. Later, when she has become successful with eliminating in the toilet, you will want to wait and reward the next behavior your child needs to learn (pulling up pants, washing hands, and so forth). Once your child learns a particular behavior it is important to remember to continue praising her for being successful.

When and how should I teach my son to go to the bathroom standing up?

For most children it is best to begin urine training sitting on the toilet. For boys, straddling the toilet (sitting with his back facing you) makes teaching him to urinate standing up easier, as he will be aware of the differences in eliminating between urine and bowel. When he is successfully able to urinate while straddling the toilet, and he is big enough to reach the toilet standing (a wide stool may be needed), use modeling. If possible, having a male such as a dad or brother show him how this is done is the easiest way for your son to learn how to urinate standing up.

I have been trying to teach my child to have her bowel movements on the toilet, but she won't even sit on the toilet. Instead, she cries, gets off the toilet, and runs from the bathroom. How can I make her be more cooperative?

In general, when a program isn't working, there are several potential trouble spots you should review. If you are sure your child is ready for bowel training, then you should reconsider

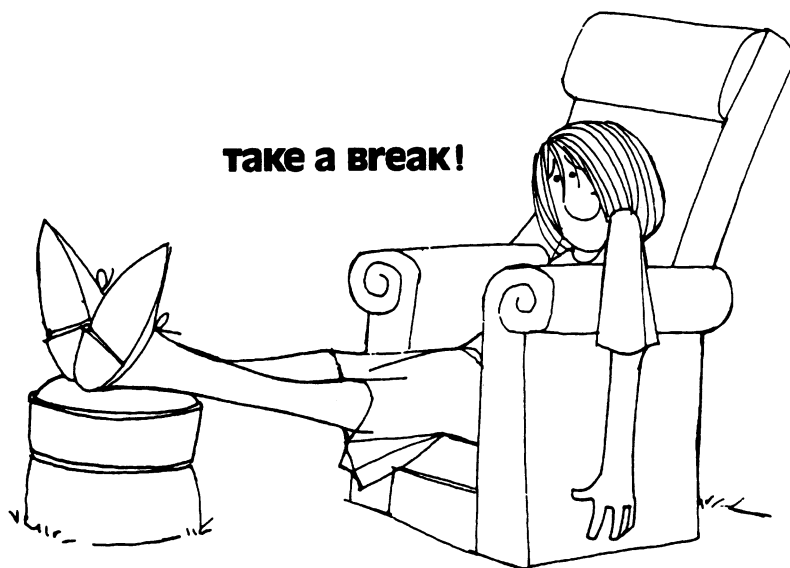
1. Can she sit in other situations for up to 5 minutes without getting up?
2. Is she clear about why she is sitting on the toilet?

In addition, does she often respond to demand situations in the way you have described, so that the demands will "go away"? If this behavior is a common response of hers, you would try to ignore the behavior, giving it no attention. At the same time, insist that she stay on the toilet.

Alternatively, is the reward you are using something she doesn't want? Or could she be testing you to see whether you will give her the reward anyway?

Don't forget she is new to this toileting program and possibly surprised by the fact that you're no longer simply changing her diapers. Make it very easy for her. You will find that backing up or slowing down is often required. Demand even less than your first step (eliminating in the toilet), and work on her cooperation in sitting.

Once you have considered the preceding points and are sure you are demanding something she can do, be firm and insist that she do it. And be ready to reward her immediately. She will become less eager to leave as she discovers that only by cooperating in the toileting situation will she receive her favorite snack.



Order Form

BROOKES PUBLISHING • P.O. Box 10624, Baltimore, MD 21285-0624

ABOUT YOU (write in your specialty and check one field that best applies)

Specialty _____

Birth to Five K-12 Clinical/Medical Personnel 4-year College/Grad. Comm. College/Vocational Association/Foundation Comm. Services

Name _____

Address _____

residential commercial

City _____

State _____

ZIP _____

Country _____

E-mail _____

Yes! I want to receive e-mail about new titles and special offers. (Your e-mail address will not be shared with any other party.)

We auto-confirm all orders by mail; please provide an email address to receive confirmation of order and shipping.

Qty	Stock #	Title	Price
PAYMENT METHOD			Subtotal
<input type="radio"/> Check enclosed (payable to Brookes Publishing Co.)			6% sales tax, MD only
<input type="radio"/> Purchase Order attached (bill my institution) *Add 2% to product total for P.O. handling fee			5% business tax (GST), CAN only
<input type="radio"/> American Express (15 digits)			P.O. customers: 2% of subtotal
<input type="radio"/> Discover (16 digits)			Shipping (see chart below)
<input type="radio"/> MasterCard (16 digits)			Total (in U.S. dollars)
<input type="radio"/> Visa (13 or 16 digits)			

Credit card account number _____

Security code (3 or 4 digit code on back of card): _____

Expiration date __/__/__ Signature _____

Convenient ways to order:

CALL toll-free 1-800-638-3775 M-F, 9 a.m. to 5 p.m. ET.; **FAX** 410-337-8539;

MAIL order form to: Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624:

ON-LINE www.brookespublishing.com

Money-back guarantee! Ordering with Brookes is risk-free. If you are not completely satisfied, you may return books and videotapes within 30 days for a full credit of the purchase price (unless otherwise indicated). Refunds will be issued for prepaid orders. Items must be returned in resalable condition. All prices in U.S.A. dollars. Policies and prices subject to change without notice. Prices may be higher outside the U.S.A.

STANDARD GROUND SHIPPING & HANDLING

(For other shipping options and rates, call 1-800-638-3775, in the U.S.A. and Canada, and 410-337-9580, worldwide.)

Continental U.S.A.** territories & protectorates†; AK, HI & PR‡

For subtotal of Add*

US\$55.00 and under \$6.49

US\$55.01 and over 12%

**Continental U.S.A. orders ship via UPS Ground Delivery.

†U.S.A. territories & protectorates orders ship via USPS.

‡AK, HI, and PR please add an additional US\$12.00. Orders ship via UPS Air.

Please call or email for expedited shipping options and rates.

Canada

For subtotal of Add*

US\$67.00 and under \$9.99

US\$67.01 and over 15%

Orders for Canada are consolidated for shipping twice each month.

For minimum shipping time, please place your orders by the 9th or 24th of each month.

*calculate percentage on subtotal