

TRIAD Early Intervention Toilet Training Series

Session #1

Child Readiness Checklist

Providers Note: Remember, this list is written within the context of typical development, so these are not always present in the same way with children with ASD and do not have to be 100% attained to begin toilet training. However, items with an ' * ' are priority prerequisite skills.

Identify which readiness skills your child currently has:

- ☐ Is able to walk to and from the bathroom independently*
- ☐ Has the balance to sit on toilet 2-5 minutes*
- ☐ Transitions from an activity and physically complies with instructions to sit on the toilet for a minimum of 2 minutes without disruption (may need some encouragement/supervision)
- ☐ Stays dry for at least 1.5-2 continuous hours at a time during the day.
- ☐ Follows a few simple directions (e.g., sit down)*
- ☐ Notices when diaper or clothing is wet or soiled
- ☐ Shows some awareness of an impending urine accident.
- ☐ Demonstrates some awareness of an impending bowel movement.
- ☐ Appears uncomfortable when underwear or diaper is wet or soiled following an accident
- ☐ Shows interest in self-care (e.g., dressing, hand-washing, toileting)
- ☐ Shows interest in others' toileting
- ☐ Completely empties bladder when voiding and stays dry for about 2 hours at a time
- ☐ Has bowel movements that follow a regular and predictable pattern
- ☐ Indicates need to go to the bathroom through facial expressions, postures, gestures or words
- ☐ Other: _____

➤ Additional Considerations

- If bladder control is not exhibited, consider monitoring fluid intake to see whether the issue is your child has free access to continually sip from a sippy cup and actually possesses bladder control when liquids are only consumed at meals, snacks, etc.
- If behavior and instructional readiness are not exhibited, they may be the first steps in the toilet training goals because they often have to be taught specifically rather than assuming they will just develop. They can also be general skills to work on outside of the toilet training context in therapies, etc.
- The manner in which children with ASD show awareness and/or discomfort when a diaper/clothing is wet or dirty is often different and may not be noticeable to caregivers.
 - Examples of how this might be exhibited include stopping what they are doing when urinating/have a bowel movement, hiding, squatting, making a face, etc. and, after going, squirming, trying to take diaper off/reach in it, etc.

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Caregiver Readiness Checklist

Identify in what ways you and your family are ready to address toilet training:

- ☐ Realistic time of the year to work on it. If not, when would be a better time: _____
- ☐ Amount of time to invest in it currently. If not, when would be a better time: _____
- ☐ High priority goal. If not, what goals need to be addressed first: _____
- ☐ Financial resources. If not, what areas need to be covered that cannot be currently: _____
- ☐ Social support. If not, ideas for increasing social support: _____
- ☐ Other factors: _____

*Use this information to guide development of appropriate toilet training goals.