



**Integrated Community Paediatric Services
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Worksheet H

Toileting

Area of Difficulty	Strategy	Tick when strategy has been tried and add comments.
<p>Child shows no awareness of toileting needs and no readiness for toilet training.</p> <p>Signs of readiness include:</p> <ul style="list-style-type: none"> - Knowing when they are wet or soiled. - Requesting to be changed. - Able to remove clothing. - Can go approximately 2 hours without opening bladder. - Consider the child's ability to communicate toileting needs. 	<p>Change your child's nappy in the bathroom / toilet.</p> <p>Where possible, engage your child in the toileting routine. Even if your child uses nappies, ask them to empty the contents into the toilet where possible, flush the chain, wash their hands. You can use hand over hand support if needed.</p> <p>Where comfortable encourage your child to see other members of the family on the toilet and talk about 'wees' and 'poos' going into the toilet.</p> <p>Liaise with your Health Visitor or Specialist Health Visitor if you feel you need further support or discussions around whether your child is ready for toilet training.</p> <p>If your child is 4 years or over and not toilet trained, they may be entitled to a continence assessment and free nappies. Contact your Health Visitor who can refer you to the Continence Team for this assessment.</p>	
<p>Child shows some awareness but struggles to understand the full concept of toileting.</p>	<p>Continue with the steps above.</p> <p>Encourage your child to sit on the potty at regular intervals during the day.</p> <p>Read stories with your child about potty training. You can also watch videos on YouTube.</p> <p>You can write a social story about Toileting specifically for your child to help them understand the process and what is expected of them. See 'How to write a social story' for advice and support below.</p>	

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<p>Child needs support for routine and sequencing for toileting.</p>	<p>Use visuals to support the toileting routine and sequencing. See below, printable charts for boys and girls.</p>	
<p>Child does not sit securely on the toilet.</p>	<p>Ensure that the child feels stable on the toilet, and has their hips, knees and feet at 90 degrees to each other).</p> <p>Use a step so child's feet are supported whilst sat on the toilet</p> <p>Use a family toilet seat (with the option for a toilet seat insert to be raised or lowered).</p> <p>www.argos.co.uk www.therange.co.uk</p>  <p>Use a toilet training seat:</p> <p>www.boots.co.uk www.argos.co.uk</p>  <p>Ladder steps to support the child climbing on and off the toilet, and feeling secure when sat on it.</p>	
<p>Boys may like to stand to wee, but struggle to aim into the toilet.</p>	<p>Encourage boys to sit to wee if easier.</p> <p>If boys want to stand, ensure they are stable and can fully reach the toilet bowl; use a step if needed. If they still cannot access the toilet, or are unstable on a step, encourage them to wee into a potty.</p> <p>Use play ideas such as a ping pong ball or target in the toilet to aim for.</p>	
<p>Child does not like to sit on the toilet.</p>	<p>Start small; try sitting on the toilet for short periods.</p> <p>Refer to above to ensure good balance and supportive sitting on the sitting.</p> <p>Make the bathroom inviting; pictures of the child's favourite characters, singing songs, reading books etc.</p>	

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	<p>Have a bathroom toy that they can hold, only when on the toilet.</p> <p>If your child is able to make progress with toilet training, but their dislike for sitting on the toilet is holding them back, encourage them to sit on a potty instead, but still complete the rest of the toileting routine such as emptying contents down the toilet, washing hands etc.</p>	
<p>Child struggles to wipe their bottom.</p>	<p><u>Initial Considerations</u> In order to achieve success with bottom wiping the child/young person needs to be able to demonstrate a good range of movement for reaching, the ability to balance, good body and touch awareness and adequate grip strength.</p> <p>Consider the way your child positions themselves.</p> <ul style="list-style-type: none"> - Are their feet flat on the floor? - Do they feel stable? - Are they leaning forwards slightly? - Are they able to support themselves? - Is the toilet paper within easy reach? <p><u>Strategies Helping the child to feel more secure</u> Some children may require a foot box under their feet so they feel supported whilst sitting on the toilet.</p> <p>If the toilet seat is too large, a toilet seat insert may be used.</p> <p>Encourage the child/young person to stand to wipe if this is easier. They may find it helpful to place one hand against the wall or to hold onto something (e.g. sink) to help balance.</p> <p><u>Helping the child understand bottom wiping</u> For younger children, play games using dolls and pretend that they have been to the toilet, encourage your child to wipe the doll's bottom. Role play the strategies you have been working on in the toilet.</p> <p>Use a children's storybook or video about toileting that reinforces bottom wiping as part of the toileting routine.</p> <p>If the child has difficulty sequencing the actions required to develop toileting skills, they can be</p>	

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	<p>supported with verbal prompts. It is then possible to progress to looking at picture clues for each step. Use visual cues, such as a photo, illustration or symbol to prompt the bottom wiping sequence. Follow a consistent sequence, for example:</p> <ol style="list-style-type: none"> 1. Undo trousers. 2. Pull trousers down. 3. Sit on toilet. 4. Pull down paper to correct level. 5. Tear off paper and roll into hand. 6. Reach around to the back of the bottom. 7. Wipe once in a front to back motion. 8. Check if paper is clean. 9. Drop paper into the toilet. 10. Repeat sequence until the toilet paper wipes clean etc. <p>Backward chaining is often considered the most useful method of teaching children new skills as it gives the child a sense of achievement. The idea is that the adult will begin the sequence but the child will finish the task, gradually achieving more steps along the way. E.g....</p> <ul style="list-style-type: none"> – The adult supports the whole toilet routine but allows the child to flush. – The next step could be the adult allows the child to throw the used toilet roll in the loo and then flush. <p><u>Helping the child’s awareness of where and how to wipe</u></p> <p>Use hand over hand guidance so the child can feel the correct movements. Encourage them to hold the toilet tissue and guide their hand as they attempt to wipe themselves – this gives them more feedback and helps them to orientate to where they are wiping.</p> <p>Play games to encourage the child’s awareness of where they need to reach e.g.</p> <ul style="list-style-type: none"> – The child passes a ball or beanbag through and around their legs, behind their back etc. from one hand to the other. – Bumbag Games: Fill a bumbag up with familiar items. Fasten the bumbag loosely around the child’s waist with the bag hanging over their bottom. Call out one item at a time and see if they can search for it in the bumbag using their ‘wiping’ hand. 	
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	<p>Use wipes or damp tissues so that the child/young person can feel where they have wiped. Sometimes cheap toilet roll that is rougher provides more feedback and awareness of where has been wiped.</p> <p>Use a mirror if appropriate to help the child see where they need to wipe and therefore be more 'confident' with the wipe.</p> <p>The sense of touch plays an important role. Help them develop better awareness of their bottom by encouraging them to use a washcloth during a bath or shower and try washing themselves in a manner mimicking the wiping action with the toilet paper. You could put some soap bubbles on their bottom and encourage them to look in the mirror to wipe the bubbles away.</p> <p><u>Helping the child be more thorough</u> Explain to your child why it is important for them to wipe their own bottom, for example 'to stop a bad smell' or an 'itchy bottom'. Social stories may be useful.</p> <p>Encourage the child/young person to look at the tissue they have used before throwing it into the toilet so that they can see for themselves if they are clean or not.</p> <p>Use wet wipes rather than toilet paper.</p> <p><u>Helping the child to tear the toilet roll</u> Count out loud the number of sheets of tissue required.</p> <p>For toilet paper located on the wall, use coloured tape or colourful stickers to mark a short line on the wall about 50cm below the toilet paper roll. This provides a visual guide for how much toilet paper to pull out.</p> <p>Using a toilet roll holder with a cover can help with tearing off paper using an upward motion.</p> <p>Alternatively, show your child how to hold with one hand and tear with the other.</p>	
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	<p>Toilet roll dispensers with individual sheets of toilet paper are also available.</p> <p>Final Tip! Use reward charts / stickers each time the child is successful. Praise all attempts.</p>	
All.	<p>Try not to pressure children if they are not showing readiness for toilet training.</p> <ul style="list-style-type: none"> – Use lots of praise and sticker reward charts for engaging in the process. – Liaise with your nursery/ school SENCo or key person if children need additional support with toileting in other settings. – Where possible, ensure that nursery or pre-school are using the same strategies as you are at home. Remember consistency is key. 	

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How to Write a Social Story

What are Social Stories and How Do They Help?

- Social stories were developed by Carol Gray in 1991 to assist individuals with Autism Spectrum Disorder (ASD) to develop greater social understanding.
- They were initially intended to be used with children at the 'higher functioning end' of the autism spectrum, but they have been successfully used with adolescents, adults and children without a diagnosis of ASD who may be socially immature.
- It is a short description of a particular situation, event, or activity (e.g. brushing teeth, saying thank you, thunderstorms, what to do when angry).
- They include specific information about what to expect and why; and how others may respond, helping to provide a framework for appropriate behaviour.
- They present information in a literal, concrete and accurate manner, which may improve the individuals understanding of a previously difficult or ambiguous situation.
- By increasing the child's understanding of the situation, it is hoped that their anxiety may be reduced.
- Social Stories can also help others understand the perspective of an autistic person and why they may respond or behave in a particular way.

How to Introduce a Social Story (based on Carol Gray's recommendations)

- Present the story to the child when everyone is feeling calm and relaxed.
- Be honest about why the story has been written i.e. explain to the child that 'I have written this story for you, it is about thunderstorms, let's read it together'.
- Review the story as often as required. Some stories will be reviewed initially once a day, others just prior to the situation for which they were written.
- Remain positive, reassuring and patient.
- Ensure the environment is quiet and use a calm/friendly tone of voice.
- Share the story with significant people i.e. the story could be reviewed with the child by a TA in school, especially if the story relates to school.
- Introduce one story at a time.
- As the child's behaviour improves or their anxiety reduces, the story could be faded out i.e. read every other day, then every third day and so on. You may just need to read the story again every so often if the situation/activity is predictable and is known to be occurring soon.

How to Write a Social Story

- A social story needs to have an introduction, body and conclusion and should use positive language (where possible, describe what should happen, rather than what should not).
- They should be as accurate as possible, words such as sometimes or usually can be used when an outcome is not guaranteed.
- Use the 1st person e.g. 'I will try to wait until morning before I get out of bed'.

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- The story should appeal to the interests of the person and should avoid words that may cause distress.
- Photographs, pictures or symbols can be used to reinforce understanding for younger children or those who have difficulty reading.
- Make sure the story has a title which clearly reflects the important concept of the story e.g. 'Washing My Hands'.
- Depending on the level of understanding of the child, the whole story may be on one page, or over a series of pages with one sentence and picture per page to make it easier to read.
- It can be useful to have a folder to keep the child's social stories in. This way you can refer back to them in the future if necessary.
- Social Stories are made up of several different types of sentences that are presented in a particular combination:

A **descriptive** sentence accurately describes the context, such as where the situation occurs, who is there, what happens and why. There should be at least 2, but no more than 5 of these sentences. E.g:

- Christmas Day is 25 December.
- Sometimes I get sick.
- My body needs food several times per day; just like a steam train needs coal to stay running.

A **coaching** sentence gently guides behaviour. There should only be one of these sentences. E.g:

- I will try to hold an adult's hand when crossing the road.
- It's ok to ask an adult for help with nightmares.
- When I am angry, I can take three deep breaths, go for a walk or jump on the trampoline.

- Carol Gray's, *The New Social Story Book*, 2015

Examples of a Social Story

*All children go to school to learn and have fun.
I go to school on the bus, because it is too far to walk.
When the bus arrives outside my house, my mum will help me to get on the bus.
My friends are on the bus, it is safe and a happy place to be.
The journey to school can be fun!
When I arrive at school and adult will greet me and we will walk to my classroom.*

*When I go out for a walk I need to stay safe.
To stay safe means that I won't get hurt.
To walk near a road is dangerous, so I need to hold a grown-up's hand to stay safe.
When I need to cross the road, I must stop at the side of the road.
I must use my eyes to look left and right and my ears to listen to make sure that there are no cars coming along the road. I must WAIT until all the cars have passed.
When I am sure there are no cars I must hold a grown-up's hand and walk across the road.*

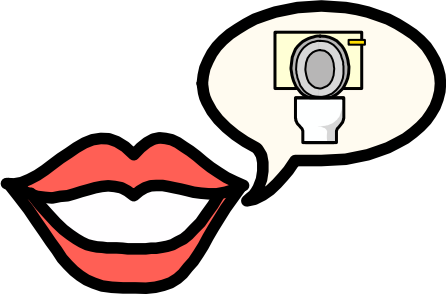
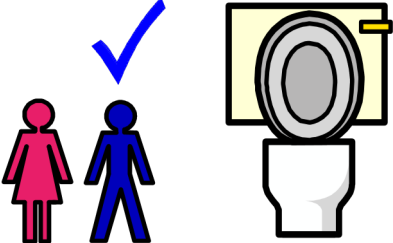
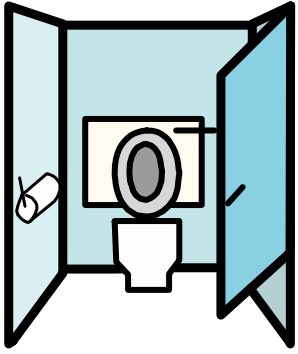
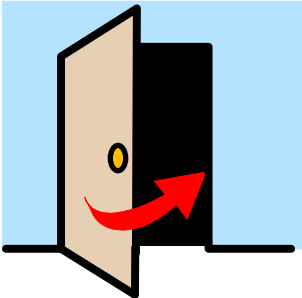
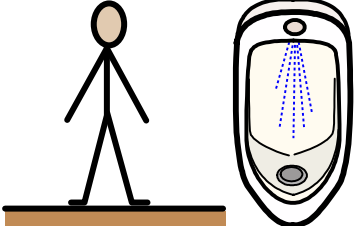
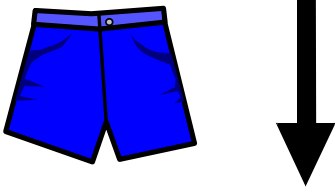
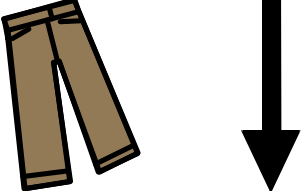
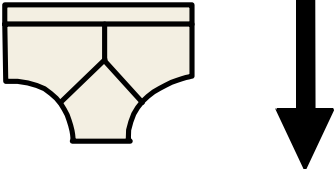
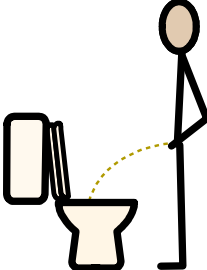
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For More Information and Example Social Stories Visit:

- <http://carolgraysocialstories.com/social-stories/>.
- <http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx> has a link to a list of apps which can help to create social story templates.
- Carol Gray's, 'My Social Stories Book', 2002 and 'The New Social Story Book', 2015

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Visual Toileting Chart – Boys

 <p>tell or ask a grown up</p>	 <p>find toilet</p>	 <p>go in cubicle</p>
 <p>close door</p>	 <p>stand at urinal</p>	 <p>shorts down</p>
 <p>trousers down</p>	 <p>pants down</p>	 <p>wee</p>

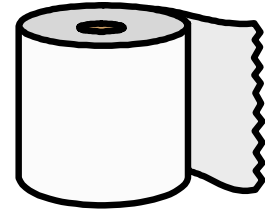
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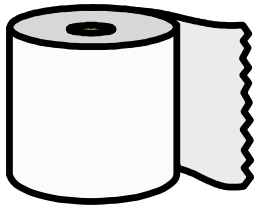
poo



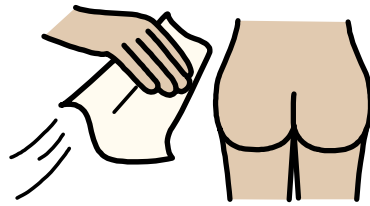
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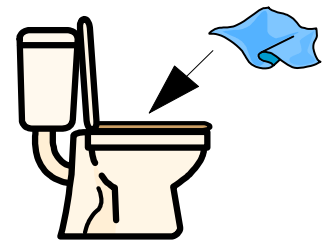
get toilet roll



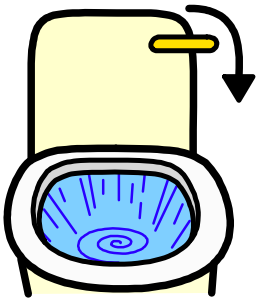
get tissue



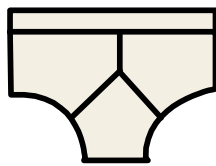
wipe bottom



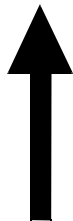
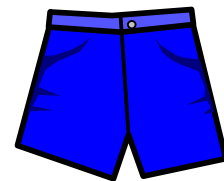
tissue in toilet



flush toilet

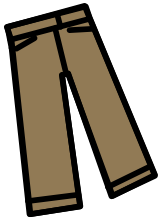


pants up

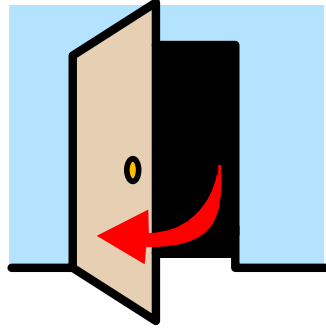


shorts up

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trousers up



open door



find sink



wash hands



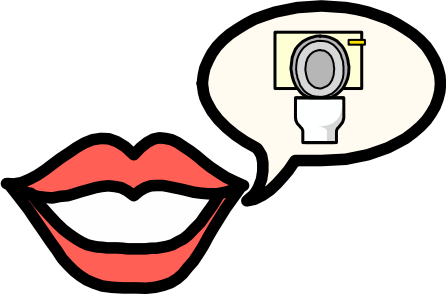
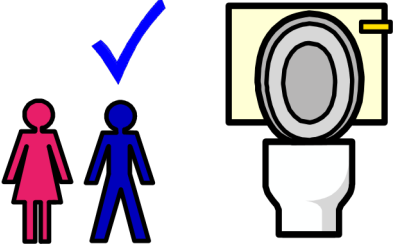
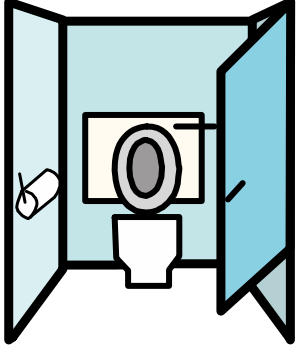
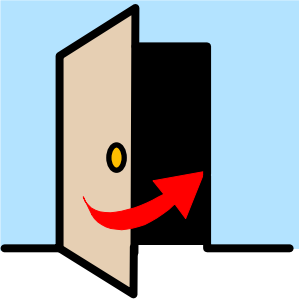
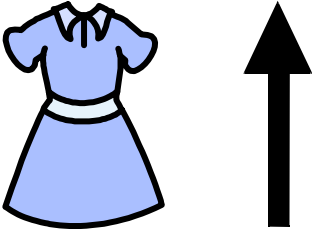
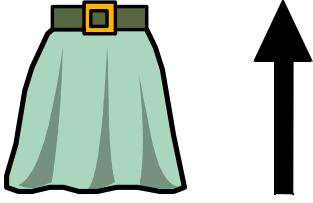
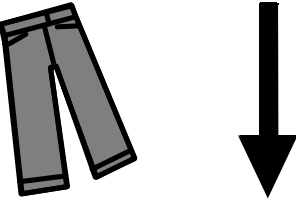
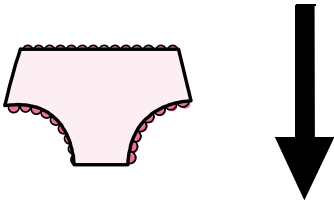

dry hands



finished

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Visual Toileting Chart – Girls

 <p>tell or ask a grown up</p>	 <p>find toilet</p>	 <p>go in cubicle</p>
 <p>close door</p>	 <p>dress up</p>	 <p>skirt up</p>
 <p>trousers down</p>	 <p>knickers down</p>	 <p>wee</p>

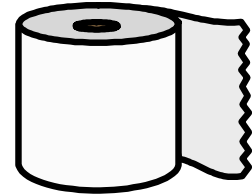
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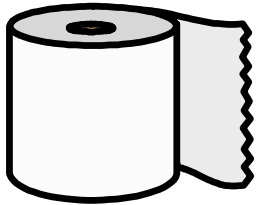
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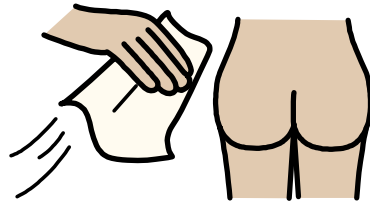
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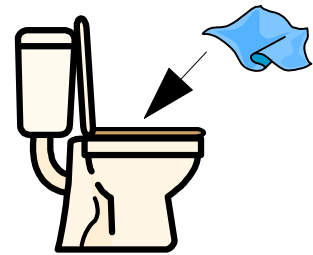
get toilet roll



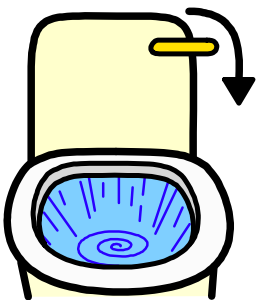
get tissue



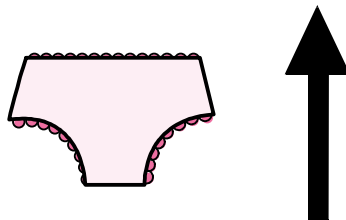
wipe bottom



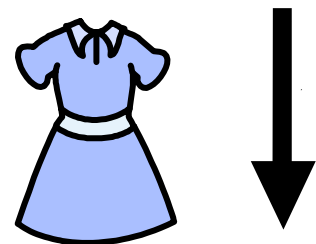
tissue in toilet



flush toilet



knickers up

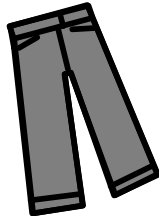


dress down

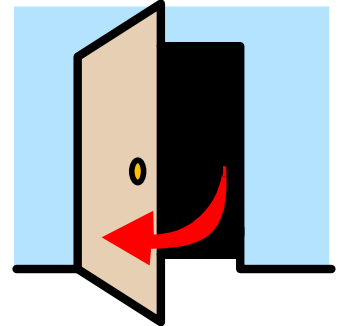
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skirt down



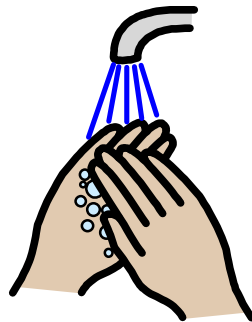
trousers up



open door



find sink



wash hands



dry hands



finished