



Toileting Branch

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Learning Objectives

1. Identify key prerequisites to using SBT for toileting goals
2. Review multiple ways to target toileting within SBT
3. Identify safety concerns when conducting programming around bathroom routines

Must haves

- Medical problems have been ruled out
- Client is physiologically ready
- Parents are ready-no stressed parents
- Client is not stressed
- No pinning children to the toilet
- Trials are run with clothes on
- Teach children that toileting is a private event
- Ask for assent/language with everything
- Respect a "no"
- Be a detective
- When the client needs to go to the bathroom-signal to client it is a non SBT trial

CAB₃

- Go into the bathroom and touch the tap
- Go into the bathroom, blow bubbles

CAB₄

- Go into the bathroom and touch the tap/toilet paper/soap/stepping stool
- Go into the bathroom, blow bubbles

CAB 5 easy

Go into the bathroom:

- Touch the hot/cold tap and open it
- Touch the toilet paper, pull off a piece
- Touch the stepping stool, move it
- Touch the light switch, turn it on
- Touch the soap, pump it
- Point to the toilet, sit on it for 1 sec
- Blow bubbles

CAB 5 hard-some trials CAB5 easy/some CAB5 hard

Go into the bathroom:

- Touch the hot/cold tap and open it, stick your hands under it/dry hands
- Touch the toilet paper, pull off a piece, wipe (clothes on)
- Touch the stepping stool, move it, stand on it, tap on
- Touch the light switch, turn it on, go to the soap, pump it
- Touch the soap, pump it
- Point to the toilet, sit on it for 1-10 sec, get toilet paper, wipe
- Blow bubbles

CAB 6 chain it all together

Go into the bathroom:

- Initially short chains, expand length of chains
- Blow bubbles

Considerations:

The client is vulnerable

Teaching the client to be alone-safety



Programming for bathroom routines

- Some clients may have experience with toilet training, but engage in challenging behavior in the bathroom and during toileting.
- In this instance, it may be helpful to build instructional control around bathroom routines.


Programming for bathroom routines

- Identify your terminal goal.
- Example: (Client) will be able to transition from a preferred activity to the bathroom and complete up to 3 cleaning or self help tasks in the bathroom.
- Example: (Client) will be able to complete relevant preferred tasks in the bathroom for up to 5 minutes.

Programming for bathroom routines

- Bathroom task options (these should be known tasks)
 - Washing hands
 - Wiping mirrors
 - Wiping counter
 - Brushing hair
 - Tidying the counter (putting away a couple items)
 - Keep it functional!
- Once you choose the tasks, create a task analysis of each

- CAB₁: I am assuming you have this chosen already
- CAB₂: Transition to the bathroom
 - This is a high effort step, so vary how much effort is required. Sometimes transition all the way inside the bathroom, other times reinforcer after a few steps toward the bathroom.
- CAB₃: 1-3 steps of an activity (can be skipped)
 - Start with an easy activity
- CAB₄: 1-3 steps of varied activities
- CAB₅: 1-15 steps of varied activities
 - Could be washing hands, tidying counter, wiping mirror)

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- CAB6: Challenges
 - Therapist waits outside the bathroom
 - Safety!!!
 - Cleaning materials are missing
 - Generalization
 - Different bathrooms
 - Generalization

More about safety...

- This. Matters.
- If you project out what you are doing 5 years from now...would it be inappropriate? If yes, then don't do it.

From 2017 to 2019—

- Persons with disabilities were victims of 26% of all nonfatal violent crime, while accounting for about 12% of the population.
- The rate of violent victimization against persons with disabilities (46.2 per 1,000 age 12 or older) was almost four times the rate for persons without disabilities (12.3 per 1,000).
- One in three robbery victims (33%) had at least one disability.
- Persons with cognitive disabilities had the highest rate of violent victimization (83.3 per 1,000) among the disability types measured.
- Nineteen percent of rapes or sexual assaults against persons with disabilities were reported to police, compared to 36% of those against persons without disabilities.

TABLE 1
Rate of violent victimization, by type of crime and disability status, 2017–19

Type of crime	Persons with disabilities	Persons without disabilities	
		Age-adjusted ^{a*}	Unadjusted
Violent crime	46.2 †	12.3	18.1
Violent crime, excluding simple assault	17.9 †	4.0	6.3
Rape/sexual assault	4.1 †	0.9	1.6
Robbery	5.6 †	1.1	1.6
Aggravated assault	8.2 †	2.0	3.1
Simple assault	28.3 †	8.3	11.8

Note: Based on the noninstitutionalized U.S. resident population age 12 or older. Rates are per 1,000 persons. Excludes persons with unknown disability status (1% of population). See appendix table 3 for standard errors.

Takeaways

- Actual toileting is done outside of SBT
- Keep clothes on- make it dignified!
- Don't pin children to toilets!
- Teach privacy!
- Verbalize what you are doing!
- If you feel uncomfortable, STOP.

References

Harrell, E. (2021, November 4). Crime Against Persons with Disabilities, 2009–2019 – Statistical Tables.

[https://bjs.ojp.gov/library/publications/crime-against-persons-disabilities-2009-2019-statistical-tables#:~:text=Persons%20with%20disabilities%20were%20victims,disabilities%20\(12.3%20per%201%2C000\).](https://bjs.ojp.gov/library/publications/crime-against-persons-disabilities-2009-2019-statistical-tables#:~:text=Persons%20with%20disabilities%20were%20victims,disabilities%20(12.3%20per%201%2C000).)