

# **PERSONAL HEALTH:**

## **TOILETING**



T.E.K.S. 115.2 (K.1)

The student recognizes that personal health decisions and behaviors affect health throughout life.

Area: Toileting

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OBJECTIVE

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TEACHING ACTIVITIES

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1. Student will indicate the need to change wet/soiled pants.

1. Check diaper or pants about the same time every day.
2. Each time a student is wet/dirty, say, “(Name), you are wet/dirty.” At the same time, nod the head and ask the student to imitate.

Adaptations:

The student will sign or gesture as appropriate. (Signs may need to be introduced.)

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RESOURCES/MATERIALS

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OBJECTIVE	TEACHING ACTIVITIES
2. Student will sit on the toilet up to five (5) minutes unsupervised.	<ol style="list-style-type: none"><li data-bbox="810 453 1341 680">1. Place the student on the toilet at regularly scheduled times during the day. Stay with the student for four and a half minutes on the first day of training. The next day, stay four minutes, then three minutes the next day. Continue reducing the time until the student is able to sit alone for five minutes.</li><li data-bbox="810 688 1341 856">2. If the student resists being placed on the toilet, ignore the behavior. If the student continues to resist, hold him/her on the toilet while leaning over and say, “(Name), you’re such a big boy/girl for sitting on the toilet.”</li><li data-bbox="810 865 1341 945">3. Repeat step 1. Continue through this procedure until the student meets the criterion.</li></ol>

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate daytime bladder control.	<ol style="list-style-type: none"><li>1. Place the student on the toilet every hour for five minutes beginning immediately after waking and continuing on an hourly schedule until bedtime.</li><li>2. If the student wets his clothes, do not say anything except, “(Name)”, you are wet.” change clothes without facial or physical expression.</li><li>3. When checked at hourly intervals, reward the student if he/she is dry.</li><li>4. When appropriate use of the toilet is demonstrated, reward profusely. (Give twice as much reward as received for dry pants.)</li></ol>
RESOURCES/MATERIALS	



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OBJECTIVE	TEACHING ACTIVITIES
4. Student will demonstrate daytime bowel control.	<ol style="list-style-type: none"><li data-bbox="810 453 1328 537">1. Keep records for at least five days of how many times and when the student has a bowel movement.</li><li data-bbox="810 541 1344 684">2. After bowel movement cycles are identified, take the student to the bathroom and place on the toilet at the same time he/she usually eliminates. Reward if the toilet is properly used.</li><li data-bbox="810 688 1351 856">3. If an accident occurs, say, “(Name)”, you had a bowel movement in your pants. Go to the toilet.” Then take the student to the bathroom and place on the toilet. If the student is able to complete the bowel movement on the toilet, praise immediately.</li><li data-bbox="810 861 1318 1029">4. If the student does not have a bowel movement every 24 hours, adjust his/her diet by adding foods such as fruits or others with mild laxative effect until bowel movements increase and stabilize over a 24 hour period.</li><li data-bbox="810 1033 1292 1092">5. Repeat steps 2 and 3 if necessary until criterion is met.</li></ol>

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
5. Student will indicate the need to be taken, or to go to the restroom.	<ol style="list-style-type: none"><li>1. After the student has voided, say, “(Name), you went ‘_____’.” (Use sign for non-verbal, deaf, or deaf/blind children.)</li><li>2. Repeat the above procedure until the student can indicate correct function when asked, “(Name), what did you do?”</li><li>3. Before sitting the student on the toilet, ask, “(Name), do you have to go ‘_____’ or ‘_____’?” If the student indicates the correct function, reward him/her by verbal praise.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Toileting

OBJECTIVE	TEACHING ACTIVITIES
6. Student will locate the appropriate restroom within the school environment.	<ol style="list-style-type: none"><li>1. Take the class to the restroom as a group.</li><li>2. Take pictures of restroom doors and post in the classroom.</li><li>3. Have students rotate being leaders. Let the "leader" locate restrooms without assistance.</li><li>4. Send students independently to the restroom.</li><li>5. Monitor the amount of time students spend in the restroom to ensure that they do not play.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Toileting

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify school restroom labels and international symbols.	<ol style="list-style-type: none"><li>1. Assist students in identifying their own sex.</li><li>2. Use word and picture cards to teach Restroom labels (BOYS, GIRLS).<ol style="list-style-type: none"><li>a. have students match word and symbol cards.</li><li>b. Ask students to identify cards receptively.</li><li>c. Have students read words and symbols.</li><li>d. Ask students to match words/symbols to labels on restroom doors in the school environment.</li><li>e. Have students read labels on restroom doors.</li></ol></li></ol>

RESOURCES/MATERIALS

Word cards  
Picture cards



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OBJECTIVE	TEACHING ACTIVITIES
8. Student will flush the toilet without a reminder.	<ol style="list-style-type: none"><li>1. After the student has completed toilet needs and dressing, say, “(Name), flush the toilet.”</li><li>2. Model the procedure for flushing the toilet and ask the student to repeat. If necessary, assist by placing one hand over the student’s hand on the handle of the toilet. Pull down the sufficient strength to flush the toilet.</li><li>3. Gradually reduce the amount of physical assistance to flush the toilet by applying less pressure to the student’s hand until he/she flushes with instructions only.</li><li>4. Fade instructions:<ol style="list-style-type: none"><li>a. Give full instructions after using the toilet.</li><li>b. Wait ten seconds after using the toilet and then say, “(Name), flush.”</li><li>c. Wait ten seconds, then point to the flush handle.</li><li>d. Check 30 seconds after the student uses the toilet to see if he/she flushed.</li></ol></li><li>5. Reward all independent attempts to flush the toilet until criterion is met.</li><li>6. This skill needs to be generalized to enable the student to flush a toilet wherever he/she is. There are many types of toilets and handles, etc.</li></ol>

RESOURCES/MATERIALS

Note:

It is important that this skill be monitored closely as it is a step most students will skip. It needs to be repeated until it becomes a habit.



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OBJECTIVE	TEACHING ACTIVITIES
9. Student will adjust clothes after going to the toilet.	<ol style="list-style-type: none"><li>1. After completing toilet needs, say, “(Name), pull up your pants.” If the student is unable to do so, place hands over the student’s hands and guide him/her through the steps of pulling pants up:<ol style="list-style-type: none"><li>a. Bend down.</li><li>b. Grip the waist of pants with both hands at the sides.</li><li>c. Pull the pants up over the knees, straightening halfway.</li><li>d. Pull pants up over the hips.</li><li>e. Fasten pants, as needed.</li><li>f. Adjust clothing.</li></ol></li><li>2. With the student, repeat steps 1a to 1f. Without assistance, have the student perform step 1d, pulling pants over hips and straightening. Reward.</li><li>3. With the student, repeat steps 1a and 1b. Without assistance, have the student perform steps 1c and 1d. Reward.</li><li>4. With the student, repeat step 1a. Without assistance, have the student perform steps 1b, 1c and 1d. Reward.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 115.2 (K.1)

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OBJECTIVE	TEACHING ACTIVITIES
10. Student will use toilet paper appropriately.	<ol style="list-style-type: none"><li>1. After the student completes toilet needs, say, “(Name), wipe your bottom.” If the student is unable to do so, proceed as follows:<ol style="list-style-type: none"><li>a. Place a hand over the student’s hand and place on the toilet paper roll.</li><li>b. Pull down on a piece of the toilet paper so it unrolls.</li><li>c. Emphasize appropriate amount of toilet paper needed.</li><li>d. Tear a piece off and bring it to the area to be wiped in a downward motion.</li><li>e. Rub the toilet paper over the area to be wiped in a downward motion.</li><li>f. Drop the paper into the toilet.</li></ol></li><li>2. With the student, repeat steps 1a through 1e. Without assistance, have the student perform step 1f. Reward.</li><li>3. With the student, repeat steps 1a through 1c. Without assistance, have the student perform steps 1d through 1f. Reward.</li><li>4. With the student, repeat steps 1a and 1b. Without assistance, have the student perform steps 1c through 1f. Reward.</li><li>5. Repeat step 1a. Without assistance, have the student perform steps 1b through 1f. Reward.</li><li>6. Repeat the verbal instruction. Reward independent attempts to complete all steps until the student meets criterion.</li></ol>

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
11. Student will use the toilet independently.	<ol style="list-style-type: none"><li>1. Take the student to the toilet whenever he/she indicates the need or his/her schedule calls for it.</li><li>2. Take the student to the entrance of the toilet and say, “(Name), go to the toilet. If the student does so, reinforce immediately. If he/she does not go within 10 seconds, physically assist him/her through the following steps:<ol style="list-style-type: none"><li>a. Enter the toilet stall and pull down pants.</li><li>b. Close stall door.</li><li>c. Raise the toilet lid and sit down.</li><li>d. Void in the toilet.</li><li>e. Pull tissue from the dispenser and wipe self.</li><li>f. Put tissue in the toilet.</li><li>g. Stand up and readjust clothing.</li><li>h. Flush the toilet.</li><li>i. Leave the toilet stall.</li><li>j. Wash and dry hands</li></ol></li><li>3. Gradually reduce assistance until the Student can sequence steps independently. Reward all attempts at independence.</li></ol>
RESOURCES/MATERIALS	

Note:

As male students mature, instruct them in the procedure for standing to urinate and/or using a urinal. Be sure to emphasize, when standing at the urinal, student does not need to pull pants down to the ankles. Instruct to stand still, facing the urinal.



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OBJECTIVE	TEACHING ACTIVITIES
12. Student will recognize and use appropriate bathroom times within a schedule.	<ol style="list-style-type: none"><li data-bbox="803 441 1347 598">1. Take students to the restroom at about the same time every day. When it is time to go, point to the clock and say, "It's '_____' o'clock and time to go to the restroom."</li><li data-bbox="803 598 1347 682">2. After a few days, let the leader/helper of the day tell students what to do at the scheduled time.</li></ol>

RESOURCES/MATERIALS

Clock



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OBJECTIVE	TEACHING ACTIVITIES
13. Student will plan ahead for bathroom needs.	<ol style="list-style-type: none"><li data-bbox="813 453 1338 562">1. Discuss regularly the importance planning ahead for bathroom needs (i.e., go to the bathroom before a trip, between classes, etc.).</li><li data-bbox="813 569 1338 653">2. Make a list of appropriate times to go to the bathroom. This will need to be reviewed often.</li><li data-bbox="813 659 1338 892">3. Escort students or send them with a peer to use the restroom during a five minute time frame. When students have mastered that, take them to the restroom during a regular passing period. Use a stopwatch to determine if they can use the restroom and get to the next class before the tardy bell rings.</li></ol>

RESOURCES/MATERIALS

Stop watch



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OBJECTIVE	TEACHING ACTIVITIES
1. Student will use community bathroom facilities.	1. During Community Based Instruction, have students locate restrooms, and identify the appropriate one to use. 2. After locating the restrooms, have students practice using facilities in various locations. Include practice in waiting in line for turn, locking stall door, using a urinal, flushing the toilet, washing hands, etc. 3. When students appear fairly confident, send them to locate and use a restroom facility with which they are not familiar during Community Based Instruction. Give verbal prompts and praise as needed.

RESOURCES/MATERIALS

Variety of signs and symbols  
Representing restrooms  
Edmark Sign Series



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Toileting

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify restroom labels in community locations.	<ol style="list-style-type: none"><li>1. During Community Based Instruction, plan to visit restrooms in a variety of locations.</li><li>2. As a class, make a list of all the different terms used to label restrooms (i.e., men, women, lasses, gents, etc.).</li><li>3. Practice appropriate ways to ask the location of a restroom.</li><li>4. Utilize flash cards depicting different restroom labels, and play a game to determine who can identify the most labels.</li><li>5. Write a social story about visiting different types of restrooms.</li></ol>

RESOURCES/MATERIALS

Flash cards depicting restaurant restroom labels  
Boardmaker



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OBJECTIVE	TEACHING ACTIVITIES
3. Student will check appearance in the bathroom mirror before leaving for class, work, etc.	<ol style="list-style-type: none"><li>1. Discuss checking personal appearance prior to leaving a restroom. Emphasize that it's a good time to tuck in shirt, comb hair, etc.</li><li>2. Bring a mirror into the classroom and have students practice checking their appearance. Use verbal and/or physical prompting, if necessary.</li><li>3. Take students to the restroom and determine if they remember to check appearance. If not, verbally prompt them until they remember.</li><li>4. Prepare a written check-list or one constructed of pictures to cue students as to what to look for, (i.e., comb hair, wash hands, tuck in shirts, etc.). Have students check off each activity as completed.</li></ol>
RESOURCES/MATERIALS	



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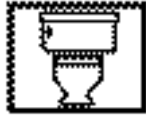
OBJECTIVE	TEACHING ACTIVITIES
4. Boys will identify and use a urinal, appropriately.	<ol style="list-style-type: none"><li>1. Take boy students to a restroom and identify a urinal.</li><li>2. Demonstrate proper use.</li><li>3. Discuss with students the importance of determining their bathroom needs, (e.g., urinate only or bowel movement).</li><li>4. Show the student how to stand close to the urinal, and stand still.</li><li>5. Have students unbuckle pants, unzip, move shirt tail, and pull down the front of the underwear without pulling the pants down.</li><li>6. Explain that this is not a time for conversation or looking around. Student should star straight ahead or up.</li><li>7. When done, student should buckle up and zip up before turning around and leaving the urinal.</li><li>8. Flush.</li><li>9. Discuss steps and have students practice until it becomes routine.</li></ol>

RESOURCES/MATERIALS



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**OBJECTIVE**

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**TEACHING ACTIVITIES**

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1. Student will maintain previously learned skills.

1. Discuss identifying restroom labels, using the toilet properly, planning ahead for bathroom needs, and checking appearance in the bathroom mirror before leaving for calls, work, etc.

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**RESOURCES/MATERIALS**

Restroom labels



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2. Student will flush the toilet without a reminder.	<ol style="list-style-type: none"><li>1. Model the procedure for flushing the toilet and ask the student to repeat.</li><li>2. Place visual icons behind the toilet to cue the steps to flush the toilet.</li><li>3. Reference icons while doing each step of the process.</li><li>4. Reward all independent attempts to flush the toilet independently until criterion is met.</li><li>5. Have students wash hands.</li><li>6. This skill needs to be generalized to enable the student to flush a toilet wherever he/she is. There are many types of toilets and handles, etc.</li></ol>
RESOURCES/MATERIALS	

Note:

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OBJECTIVE	TEACHING ACTIVITIES
3. Student will use toilet paper appropriately.	1. Toilet paper usage: a. Tear a piece off and bring it to the area to be wiped. b. Rub the toilet paper over the area to be wiped in a downward motion. c. Drop the paper into the toilet. d. Flush toilet. e. Have student wash hands.
RESOURCES/MATERIALS	



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OBJECTIVE	TEACHING ACTIVITIES
4. Student will use community bathroom facilities.	<ol style="list-style-type: none"><li>1. During Community Based Instruction, have students locate restrooms, and identify the appropriate one to use.</li><li>2. After locating the restrooms, have students practice using facilities in various locations. Include practice in waiting in line for a turn, locking stall door, using a urinal, flushing the toilet, washing hands, etc.</li><li>3. When students appear fairly confident, send them to locate and use a restroom facility with which they are not familiar during Community Based Instruction. Give verbal prompts and praise as needed.</li></ol>
RESOURCES/MATERIALS	



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Toileting

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify restroom labels in community locations.	1. During Community Based Instruction, plan to visit restrooms in a variety of locations. 2. As a class, make a list of all the different terms used to label restrooms, (i.e., men, women, ladies, gents, etc.).

RESOURCES/MATERIALS

Flash cards depicting restaurant restroom labels.



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**OBJECTIVE**

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**TEACHING ACTIVITIES**

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6. Student will check appearance in the bathroom mirror before leaving for class, work, etc.

1. Discuss checking personal appearance prior to leaving a restroom. Emphasize that it's a good time to tuck in shirt, comb hair, etc.

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**RESOURCES/MATERIALS**

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OBJECTIVE	TEACHING ACTIVITIES
7. Boys will identify and use a urinal, appropriately.	<ol style="list-style-type: none"><li>1. Take boy students to a restroom and identify a urinal.</li><li>2. Demonstrate proper use.</li><li>3. Discuss with students the importance of determining their bathroom needs, (e.g., Urinate only or bowel movement).</li><li>4. Show the student how to stand close to the urinal, and stand still.</li><li>5. Have students unbuckle pants, unzip, move shirt tail, and pull down the front of the underwear without pulling the pants down.</li><li>6. Explain that this is not a time for conversation or looking around. Student should stare straight ahead or up.</li><li>7. When done, student should buckle up and zip up before turning around and leaving the urinal.</li><li>8. Flush.</li><li>9. Have student wash hands.</li><li>10. Discuss steps and have students practice until it becomes routine.</li></ol>

RESOURCES/MATERIALS

