



## Continenence Questions

### Who will benefit from toilet learning?

Children and adults of all abilities can learn toileting skills. Most children and adults can increase their toileting skills.

### Who can be a Toileting coach?

Successful toileting often requires a team effort and many coaches. The individual, parents, teachers, direct support staff, medical providers, occupational and physical therapists, communication specialist, psychologists, behavioral specialists and case managers all can assist with developing or supporting a toilet learning plan.

### When to begin?

Start working on skills in early childhood but it's never too late to start!

### Why is toilet training important when there are so many other priorities?

Maximum self care is a goal but when that is not possible children and adults with significant disabilities will benefit from a bowel and bladder management program. Cleanliness, comfort, privacy and dignity all promote full inclusion.



## Toilet Planning Checklist

### The First Step: Get a medical assessment and treatment.

- Assure that any neurologic disorders that may impact toileting success have been identified.
- Assure that chronic constipation is treated and under control.

### Next form a team that will develop and implement the plan.

- Assure that the person and family are at the center of the team.
- Include relevant specialists and coaches on the team.
- Include everyone that will assist with implementing the plan.
- Assure that everyone on the team agrees toileting is a priority which can be learned, and that everyone is ready to participate.

### Develop the plan.

- Establish a baseline. Record bowel and bladder function for a week or two.
- Establish language or visual communication cues and signs.
- Provide a toileting environment that is conducive to learning (easily accessible, comfortable, safe and private).
- Assess and provide needed environmental supports (adapted seats, stools, bars, etc.)
- Choose an approach (intensive or habit training around probably times).
- Establish a predictable toileting routine or expectations including sequencing.
- Provide behavioral incentives to reinforce progress.
- Establish regular communication between home and school.
- Look for creative solutions to the challenges.

If you need additional help, contact:  
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The Continenence Project, CDCI  
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*Our services include:*

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- *Information and referral*
- *Brief telephone consultation*
- *Training for providers and parents on toilet training topics*
- *Promoting interagency collaboration which promotes continence as a goal*
- *Toilet School leader training for integrated service provider teams*
- *Continenence Project web site:*  
**[www.uvm.edu/~cdci/continence](http://www.uvm.edu/~cdci/continence)**

*A cooperative project of*

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***Continenence Project***

*Center on Disability and Community Inclusion/UVM*

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Vermont Department of Aging  
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Division of Developmental Services  
Vermont Department of Health  
Children with Special Health Needs  
Vermont Interdisciplinary Leadership  
Education for Health Professionals  
Program at UVM (VT-ILEHP)*

*Learning to use the toilet  
is as much about  
**expectations** as abilities!*



**CDCI/UVM**

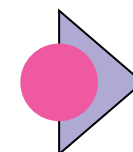
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Developing a  
Successful  
Approach  
to Toileting

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Planning  
for  
Toileting  
Success

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*For parents and teams  
promoting toilet training*

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