

This protocol is for students who can pee in the toilet but don't poop in the toilet. It must be implemented in collaboration with school and home. If the learner is distressed by sitting on the toilet, then the first step will be to get them comfortable with sitting on the toilet before this protocol can be implemented.

Not pooping on the toilet often occurs because the child may have discomfort when pooping. They may then start to dread pooping; therefore, they delay it as much as they can. This can cause the poop to build up in the rectum and cause more discomfort which causes more dread and delay. Medical intervention can help the discomfort but does not address the delay or dread.

1. BE Calm and Cool

- a. When the student has an accident be neutral. Say something like “Okay, lets get you cleaned up” and stay quiet through the cleaning process.

2. Gather Baseline Data

- a. Use a data tracking sheet to record every time the student poops at home and school for 2 weeks. Note the date, time of day, what the student was wearing, where the poop happened, the amount of poop, and consistency. Also add notes such as what was eaten the day of the poop, if student acknowledged the poop, what may have impacted the poop such as any medication like laxatives etc.

3. Analyze Data

- a. Parents should connect with their health care provider (doctor) to review data to see what they recommends.

4. Gather Equipment

- a. Make sure the learner is comfortable sitting on the toilet.
- b. They may prefer a softer toilet seat or a seat with a smaller hole (such as a reducer ring)



c.

- d. The learner's position on the toilet can make a big difference. You want to make sure their knees are higher than their hips. Squatting like this is a natural position for humans to poop in. It allows a direct path out of the body.



e.

5. Motivation to sit on the toilet.

- a. The learner needs to be willing to sit on the toilet for a long enough time. The best way to do this is to provide highly motivating activities for them to do while they are sitting. Items such as, an iPad (but not communication devices), books, toys, cheerios, sensory items, playdough, listening to music are some examples of motivators. Once you decide what they will enjoy doing while on the toilet, during the

training period, only allow the learner to use it when on the toilet.

6. Reward for success!

- a. To encourage pooping when sitting on the toilet let the child know that they will receive a gift or preferred item every time they do. It may be a wrapped gift, choose a surprise from a bag, access a fun new thing like a trampoline, go to the playground, new movie. The newer and more exciting the reward is, the more motivated they may be. Don't let them see or play with the item before success with pooping. The reward for pooping needs to be provided immediately and be time limited so that it remains exciting for next time. Make sure the learner is given lots of praise from people they know for their success. For example, as soon as they have a poop, share the exciting news with a loved one by facetime, phone or in person. Change up the rewards frequently to keep the child excited and motivated.

7. Decide on a time.

- a. Plan to work on pooping when you can dedicate 2-3 hours each day for approximately 2 weeks. Look at your data to determine the time of day that the learner is most likely to have a poop. You will then work on the plan every day at that time for at least 2 weeks.

8. Try to make poop happen.

- a. Do all that you can to encourage poop to happen at the designated time. Based on your observations on how the learner's body reacts to food, provide foods that causes them to have softer and more frequent poop. Time the provision of these food and medications in a way that helps the learner poop around the time that you have chosen.

They may need to eat this type of food for the training period. Also make sure they drink lots of water and have fiber in the days before training.

9. Explain the plan

a. In very plain language and using picture symbols or simple sentences written on a rule chart explain the plan to the learner referring to the chart. You may want to add pictures of them sitting on the toilet with the activity (toy, iPad) that will be used during the training. As well as a picture of the “Prize” they will get when they put poop in the toilet.

i. Example

1. Connor will sit on the toilet with his Pokémon cards.
2. When Connor poops, he will get a present
3. Connor will keep trying until he poos on the toilet.

b. Make sure to give them a hint of what they will get. Make sure that several prizes are ready to give immediately after success, as delaying the prize will not work. You want to quickly give them a sneak peek of a wrapped gift or the corner of the unopened box, but don't let them see all of it or touch it until they poop.

10. Get Started

a. At the designated time, have the learner sit on the toilet and immediately give them the preferred item (iPad, book, playdough etc.). Either step just outside the room or wait in the bathroom so that you can provide praise and the prize immediately after they poop in the toilet. If possible, have the learner sit for up to 30 min at a time with a short 5 min

break if they still haven't pooped. This can be done for up to 2 hours. You know your student best so if 30 min or 2 hours is too long, stay as long as possible. Use a timer if that works for your student. Give short breaks as needed but stay close to the bathroom so that if something starts to come you can pop them back on the toilet and give them praise and a prize for their success. Remember they only get to have their preferred item while they are on the toilet not during their breaks. When on the breaks don't provide a diaper or underwear if there is a chance that they may poop in their instead. Give a prize for even a small poop and gradually expect more. If they learner tries to poop on the toilet at a time other than the designated trial time, give them lots of praise and a prize if they are successful.

- b. Through out the day if you notice that your student is showing any physical signs that they are working on a poop are having a poop, get them on the toilet as quickly as possible. Give them their preferred item if needed and big praise and a reward if they are successful on the toilet. Ignore any poop that may have made it into their diaper or underpants.

11. Evaluate progress.

- a. The same process needs to be done for several days in a row. Typically, 2 weeks but it may be more. Keep a record of what time the learner was sitting on the toilet, what time they had a poop, what they ate if that helped them poop. Add detail so that you can look back and adjust as needed. If the learner isn't making any progress after a few weeks give them a break (a month or so) and try again.

12. Learning how to push

- a. If you think that your learner is having troubles pushing, there are several tricks you can try.
 - i. Model grunting and straining.
 - ii. Ensure their knees are higher than their hips.
 - iii. Have students sit to pee as the same muscles are used for pee as poop. Poop may just start to happen at the same time.
 - iv. Try having them do different blowing activities while on the toilet such as blowing bubbles, party favors, balloons, kazoo, and pin wheel to help simulate the muscle movements needed.
 - v. If their stool isn't soft, then check in with their doctor.

13. Continue to use a squatted position if needed.

- a. Parents often say that their learner will squat somewhere in the house (often behind the couch) and poop there. If that is the case, it is okay to start with them squatting over the toilet if needed. Then gradually fade it out over time.

Unnatural Squatting



Natural Squatting



14.

- a. Or start with a small squatty potty on the floor in the bathroom. Eventually this can be floated in the toilet for

students who are very rigid and eventually it can be faded out. The one below is from IKEA.



b.

15. **Rigid students who poop in Diapers**

- a. For those who insist on pooping in a diaper, have them start the process with sitting on the toilet with their diaper on. Once they can poop in the diaper while sitting on the toilet, week by week start cutting a bigger and bigger hole until eventually poop lands in the toilet. Be sure to give prizes and praise every step of the way.

16. **You're on your way**

- a. Once your learner has had 5 consecutive poops in the toilet you can gradually relax the plan and go back to normal life.
 - i. Start to allow the preferred item/toy during non-toileting time.
 - ii. Slowly change the prize schedule, provide a prize every other poop, then once a week for a couple weeks before stopping
 - iii. Alternatively, a chart with stickers to show when they get a prize may be needed. Gradually increase the number of stickers needed before giving a prize.
 - iv. The prize can gradually get smaller.

- b. Don't start a sticker chart too soon. Make sure they have had at least 5 days of pooping in the toilet with no accidents before starting.
- c. If your learner doesn't naturally forget about getting stickers and receiving a prize, put a limit of about 10 stickers. At that point tell them they don't need a sticker or a prize for pooping anymore. You can say that they can now earn a sticker and a prize for another skill that you want them to learn such as brushing their teeth or cleaning their room.

References:

- <https://www.blackbirdtoileting.com/>
- <https://www.actcommunity.ca/education/videos/toilet-training-for-everyone-revised-and-expanded/>