

TABLE 15-3

TOILETING MILESTONES

AGE	MILESTONE
1 year	Child may show emotional distress when soiled.
2 years	Child may begin to initiate interest in potty training
30 months	Child is able to let his or her parent/caregiver know if he or she needs to use the toilet. Can determine if he or she needs to urinate or have a bowel movement. Requires parent/caregiver assistance with managing clothing and wiping.
3 years	Child will often toilet on own.
4 years	Child has few accidents.
4½ years	Child is able to toilet independently and pull up and adjust clothing.
5 years	Child washes hands after toileting

Adapted from:
 Kurtz, L. (1996). Developmental milestones. In L. Kurtz, P. Dowrick, S. Levy, & M. Batshaw (Eds.), *Handbook of developmental disabilities: Resources for interdisciplinary care* (pp. 30-52). Gaithersburg, MD: Aspen Publications.
 Mayo Clinic. (2014). *Potty training: How to get the job done*. Retrieved from <http://www.mayoclinic.org/healthy-lifestyle/infant-and-toddler-health/in-depth/potty-training/art-20045230>
 Parks, S. (1997). *Inside HELP: Hawaii Early Learning Profile administration and reference manual*. Palo Alto, CA: VORT Corporation.

section. Also refer to the bathing section for additional ideas on how to make the bathroom barrier free.

ILLUSTRATIVE CASE STUDY

Lorena is a 9-year-old girl with spastic quadriplegia. Lorena's parents would like her to be involved in the toileting process. Lorena has poor sitting balance and requires minimal assistance to maintain an upright position once seated. Lorena is petite, and her feet do not touch the floor when seated on a standard-sized toilet. When looking for adaptive equipment for Lorena, what does the occupational therapist/occupational therapy assistant need to consider?

TOILETING PROGRAMS

Toileting programs are useful to help a child become familiar with the process and procedures associated with bowel and bladder management. Toileting programs may be implemented at home or in a school setting and are typically developed by the entire team of professionals working with the child. The occupational therapy practitioner's role in developing a toileting program may be to recommend, teach, and monitor the child and involved adults in the correct use of adaptive equipment, to advise about positioning, and to help with developing a schedule. When a child is at home, the parent/caregiver may carry out the toileting program. When at school, the child's teacher or aide may be responsible for the child's toileting program. Ongoing communication between



Figure 15-12. Raised toilet seat with armrests.