

Personal cares for students

School staff are obligated to provide personal care if a student requires it. Personal care contributes to

- Providing a safe environment for everyone
- Successful learning
- Ensuring students can attend school and participate in the full range of school life

Volunteers do not provide personal care for students. Staff are required to provide ongoing and ad hoc support for students in their personal care.

We treat students safely and with dignity and respect.

We remember PRIVACY AND DIGNITY.

The number of staff to support a student is determined on an individual basis. Typically, one staff member can support a students personal care. However, some students safe handling will require two people.

Consider student and parent preference regarding staff gender and provide where possible.

Whilst toileting and other personal cares is part of our job, team leaders should discuss any concerns regarding same- or other-gender toileting cares so that staff feel comfortable with the duties they must perform.

Staff need training to undertake toileting and other personal cares. The occupational therapist is the go-to person for support and training as needed.

For students receiving regular personal care, the teacher will develop and agree a support plan for the student, with the student, their parent/guardian/carer, the teacher and the Principal. The agreement is voluntary, informed, specific and current.

Clean up after each toilet or personal cares session – disinfect and clean all surfaces and dispose of equipment and nappies in bins provided, with nappy folded on itself, taped closed and pushed down in bin. Empty soiled clothing and rinse off well. Do not send soiled clothing home without rinsing thoroughly. Flush solids into the toilet bowl then rinse well. Do not put grubby clothing in lunch boxes or bags. Run a washing machine load if possible, but if not, send wet or soiled clothing home double bagged. Be aware, some families prefer soiled pants to be thrown away and not sent home! The occupational therapist can provide specific advice and assistance in personal care plans and procedures, as required. Providing personal care for students a range of helpful visuals to support students with toilet training are available on the web; e.g.,



Assessment of Readiness for Toilet Training

This form is an adjunct tool to assist authorizers, assessors, and parents in the assessment and implementation of strategies for the management of urinary and/or bowel incontinence.

STUDENT'S NAME _____

DATE: _____

1. Student understands simple directions (for example, "pick up the toy").	yes	no
2. Student shows pride and willingness in learning new skills.	yes	no
3. Student shows periods of strong independence.	yes	no
4. Student shows an interest in the toilet.	yes	no
5. Student responds to regular prompting of toileting.	yes	no
6. Student imitates adult behaviours (i.e. brushes teeth, combs hair, sits on toilet).	yes	no
7. Student is willing to sit on the toilet for 1-2 minutes.	yes	no
8. Student stays dry for about 2 hours at a time.	yes	no
9. Student is able to control the muscles responsible for elimination.	yes	no
10. Student makes a physical demonstration when having a bowel movement (i.e. grunts, squats, hides, verbalizes).	yes	no
11. Student understands the physical signals that he/she has to go and is able to communicate this prior to urination or bowel movement.	yes	no
12. Student has a word or gesture to indicate a wet or dirty nappy.	yes	no
13. Student shows an awareness of having just urinated or had a bowel movement.	yes	no
14. Student has the ability to push down/pull up his/her pants or indicate need for assistance to do so.	yes	no
15. Student has regular, soft, formed bowel movements at predictable times.	yes	no
16. Student will point to the toilet when asked, "where does pee-pee go?"	yes	no

Alberta Aids to Daily Living (AADL) Program

Personal cares for students – dignity and safety

Parents and guardians of students at our school, together with staff, recognise the importance of personal dignity and safety when meeting personal care needs of all students.

Aspects assured are

1. Departmental policy and guidelines
2. Witness or two adults for personal cares where needed for determined on a case-by-case basis
3. Relief staff protocols
4. Staff training and development, within a supportive culture, with reporting protocols e.g., red flags
5. Informed parent consent parallel to therapy consents, obtained by class teachers at ICP meetings
6. Student informed consent and choice
7. Awareness of discrimination issues.

TOILETING: Tick the box below the descriptor that best matches this student's current toileting level

Teacher Initials:

Fully dependent – two person assist	Fully dependent – one person assist	Dependent – limited physical assistance	Dependent – gestural, verbal, visual cues, close proximity, supervision	Toilet timing	Toilet training	Nearly independent	Independent except for occasional accidents	Fully independent

Tick every box that applies for toileting, cleansing, hand washing. Update the sheet as student progresses with their toileting skills.

Wears pull ups	Wears pads	Wears nappies	Wears undies
Close proximity of support	2 support staff	1 support staff	Total assistance and support
Hand-over-hand support – pull down pullup, pants	Hand-over-hand support – pull up pullup, pants	Gestural prompts	Visual cues
Verbal instruction	Verbal prompts	Puts hands in nappy or pants	Touches self
Removes and /or smears urine	Removes and/or smears faeces	Eats or tastes urine	Eats or tastes faeces
Touches self when needs to urinate	Touches self when needs to defecate	Tells staff when needs to urinate by	Tells staff when needs to defecate by
Tells staff when pants or nappy wet	Tells staff when soiled using	Hides when wet or soiled	Ignores being wet
Ignores when soiled	Toilet timing at interval of mins/hours	OT designed individual toileting program	Sp Ed teacher designed individual toileting program
Program includes Tommy's Toileting Triumph	Total assistance for wiping – one staff	Total assistance for wiping – two staff	Hand-over-hand support for wiping
Showering required after bowel motion	Some clothing change as well as nappy/pullup required after bowel motion	Full clothing change required after bowel motion	Mobility and positioning support – sit to stand – for changing
Mobility and position support – sit to stand – for using toilet pedestal	Full facilitation with hoist – sling, hydraulic change table, two staff	Staff trained for hoist, sling, hydraulic change table	Staff to entertain student during change
Expert staff to support colostomy or ileostomy changes and management Number of staff = ...	Emergency medical management or rescue plan / medication available during toileting	Bathroom cleaning after use	Equipment cleaning after use
Hand washing skilled individual hand-over-hand support	Hand washing skilled support	Hand washing support – verbal prompt	Hand washing support – visual cues, visual schedule
Hand washing support – gestural prompts	Hand washing support – tactile prompt	Individual tap type for independence	Hand drying skilled individual hand-over-hand support
Hand drying skilled support	Hand drying support – verbal prompt	Hand drying support – visual cues, visual schedule	Hand drying support – gestural prompts
Hand drying support – tactile prompt	Training to use paper towel	Training to accept and use electric drier	Laundry of wet or soiled clothing
Needs menstrual support	Needs clothing change for menstrual support	Needs showering for menstrual support	Removes clothing outside of bathroom/change room

TOILET TRAINING HINTS AT DARLING POINT SPECIAL SCHOOL

Before beginning the formal process of toilet training a learner, we think about the following signs of toilet readiness:

- Is the learner's nappy, pad or pullup dry for at least two hours at a time?
- Does the learner have an interest in the toilet? (e.g., flushing)
- Does the learner indicate verbally, or through the use of signals, signs or other intentional communication that the nappy, pad or pullup is wet and/or soiled and they want it changed?
- Does the learner sit on the toilet with their clothes on?
- Does the learner show the same signals with other care providers? In other settings e.g. at home, at school, at support programs away from school?

If you feel that the learner is showing a few signs that they are ready to begin toilet training, here are a few tips to help you prepare for this important step and make it successful for you and your learner.

STEP 1: PREPARATION

- Discuss with the learner's parent/guardian/carer
- Seek advice from the school OT, physiotherapist, speech language pathologist or a skilled special education teacher if you are not confident and/or if the learner has specific individual support needs
- Decide on a start date and be sure to discuss your plan to toilet train the learner with the rest of your team and to share the strategies and supports needed.
- Explain the process to the learner.
- Build a positive association with the bathroom as you count down to your start date. You can do this by playing music or playing with fun toys in the bathroom. You can even decorate the bathroom with the learner's artwork, stickers, or toys of the learner's favourite TV character.
- Make sure that all toilet related activities including dressing have been transferred to the bathroom. This helps your learner associate elimination with the bathroom, which is now a fun environment.
- If the learner is young, short or small, make sure you have a suitable support placed on top of the toilet seat. It is important to make sure that your child is comfortable and supported when sitting on the toilet.
- Although you may want to consider using a potty, we strongly recommend that training starts on the toilet. This eliminates extra teaching time down the road when moving from the potty to the toilet. Always discuss the option and benefits or delays that may arise from using a potty with the learner's parent/guardian/carer and with skilled practitioners at the school.
- Provide a step stool that can be used to support your learner's feet while sitting on the toilet. Hips, knees and feet should be at a 90-degree angle for maximum support. This ensures that your learner's leg muscles are relaxed, which makes it easier to urinate or have a bowel movement in the toilet. The step stool can also be used to access the sink for hand washing.
- You will also need a supply of cloth underwear for your child to wear when the start date arrives. If possible, involve your learner in purchasing the new underwear. It is very difficult for a learner to progress with toilet training when wearing nappies, pads or pullups because they do not experience the sensation of being wet or soiled as they would in cloth underwear.
- Think of some highly preferred items that you can use to reward your learner for urinating or having a bowel movement on the toilet. Favourite food items such as sweets, chips and cookies are recommended because they can be delivered in small quantities and are consumed quickly. If you are using a food treat, try not to let the learner see the whole bag, or else he may keep asking for more.
- Review the data collection sheet and the toileting steps. Keeping track of your learner's progress will help you to determine when to fade your assistance, and to identify areas that may need extra teaching. (See STEP 5 for more details)

STEP 2: THE FIRST DAY

- Dress your learner in pants that are easy to push down and pull up.
- Encourage your learner to drink lots of liquids. Increasing the amount of fluids your learner consumes will mean more trips to the bathroom. This approach will allow your learner to practice sitting on the toilet and have an opportunity to experience success. Remember to bring the data sheets and a pen into the bathroom so that you can easily fill in the information after each toilet trip. The data is very important as it allows you to track your learner's progress. (See Part 5 for further information)

STEP 3: THE TOILET TRAINING STEPS

- Initiate a toilet trip every 45 minutes OR when your learner shows clear signs of needing to go. This will help your learner to associate the “gotta-go” feeling with going to the toilet.
- It is important to follow the same sequence for every trip to the toilet you initiate. This helps you get your learner become familiar with the routine and expectations.
- Approach your learner and say, “It’s time to go pee.” (or whatever phrase you have decided to use).
- Then, walk to the bathroom with them.
- Once you are there, have your learner pull down their pants and underwear, and sit on the toilet, providing as much support as required – see the tick sheet above.
- Your learner should sit on the toilet for at least 2 minutes (or longer, if they seem comfortable).
- Give your learner some toys, books, or other interesting materials to keep relaxed while they sit
- Be totally positive and relaxed and make the toilet experience positive and fun.
- *If your learner is successful on the toilet, immediately show that you’re proud by giving a reward and verbal praise. Then continue with steps 6 through 10.*
- Wipe, if necessary, providing assistance and support as per the tick sheet above.
- Have your learner stand up and flush the toilet.
- Have your learner pull up their underwear and pants – provide support as per the tick sheet above.
- Have your child wash and dry his hands - – provide support as per the tick sheet above..
- Return to the previous activity or a new one.
- *If your learner is not successful after 2 minutes or so, let them know that they can try again later. End the toilet trip and continuing with steps 8 through 10.*

Let’s take a look at the sequence that we recommend:

- Be aware of only giving those prompts, cues and instructions that are needed for success during toilet training as your learner may become overly prompt, cue or assistance dependent. In general, physical help coming from behind, without verbal instructions closely mimics how it will feel for your learner to do it by themselves.

STEP 4: ADVANCED TOILETING SKILLS

- Once your learner is consistently successful during the day, and only having a few accidents, parents/guardians/carers may then choose to attempt nighttime toileting. There are a few tips to keep in mind when deciding to tackle nighttime toileting:
- Limit liquid intake in the evenings and try to avoid giving fluids for 2-3 hours before bedtime.
- Have a regular time for going to bed.
- Have a consistent bedtime routine, which includes toileting just before going to bed.
- Take the child/young person to the toilet as soon as they wake up in the morning.
- Also, keep in mind that bowel control generally emerges later than bladder control. Expect that your learner will begin to experience controlled bowel success after a urination routine has been established.
-

STEP 5: DATA COLLECTION

- The Toileting Independence Data Sheet includes all of the steps involved in toilet training. The sheets will help you keep track of your learner’s progress during this process and also help you figure out if your learner may need more (or less) help.
- Take a look at the “Toileting Independence Data Sheet” for step-by-step instructions on completing the form.

DATA SHEET

Toileting Independence

Date: _____ Time of Trip: _____ Scored by: _____

Toileting Sequence	IND	P		Comments
1. Informing someone of this need (with or without words).	☐	☐	Did s/he 'pee' or 'poo' on toilet trip?	
2. Finding the toilet (moving to a washroom).	☐	☐		
3. Undressing (pants, underwear off).	☐	☐		
4. Sitting on toilet (sitting still and for at least 2 min)	☐	☐	YES	
5. Wiping if a bowel movement occurred.	☐	☐	NO	
6. Flushing the toilet.	☐	☐	ACC	
7. Redressing (pants, underwear on).	☐	☐		
8. Washing hands.	☐	☐		
9. Drying hands.	☐	☐		
10. Returning to previous or new activity.	☐	☐		
Total for each column	/10	/10		

Definitions:

IND (Independent): task or step completed without direction or assistance by another

P (Prompted): task or step required physical assistance by another

* No verbal or gestural prompts should be used during this program. All prompts should be physical.

Dressing

Darling Point Special School Personalised Learning Plan FOR Date: 202.... Teacher Initials:

Tick the box that applies for each dressing component. Update the sheet as student progresses with their dressing skills.

TASK - EQUIPMENT	Fully dependent two person assist	Fully dependent one person assist	Dependent – physical assistance, hand-over-hand	Dependent – gestural, verbal, visual cues, close proximity, some physical assistance, supervision	Nearly independent	Context specific assistance e.g. swimming, hydro – give specifics	Fully independent
Hoist							
Sling							
Standing frame							
Ladder back chair							
Rails							
Hydraulic change table							
Other							
Other							
TASK - ACTIVITY							
Hat – on							
Hat – off							
Shoes – on							
Shoes – off							
Buttons – on							
Buttons – off							
Zipper- up							
Zipper – down							
Pants – up							
Pants – down							
Shirt – on							
Shirt – off							
Swimwear – on							
Swimwear – off							
Specialised swim shorts- toileting safety in pool							
Other							
Other ...							

