ABSTRACT

Toilet training is a complex process that is perceived to be more efficient or effective if initiated at an early age. This process is more difficult on boys and it is suggested to utilize procedures that reliably result in positive toilet training outcomes for individuals with ASD. The current study was designed to evaluate the effectiveness of the Toilet Training Readiness and Assessment Inventory (TTRAI) in identifying essential components necessary for successful toilet training. Data collected were used to evaluate the performance of a Treatment Training Protocol (TTTP) and its associated data collection procedures. The TTTP was designed to be used with individuals with ASD described in previous studies as “nonverbal” and was found to be highly effective in achieving positive toilet training outcomes. The findings of this study support the use of TTTP as an effective protocol for toilet training and suggest that it is more efficient and effective than other approaches to toilet training.

INTRODUCTION

Toilet training is essential for individuals with autism spectrum disorders (ASD) to achieve independence in daily living. In the United States, children with autism spectrum disorders typically begin toilet training between 2 and 3 years of age (Chung, 2007). The TTTP was designed to be used with individuals with ASD described in previous studies as “nonverbal” and found to be highly effective in achieving positive toilet training outcomes. The findings of this study support the use of TTTP as an effective protocol for toilet training and suggest that it is more efficient and effective than other approaches to toilet training.

METHOD

Participants and Setting

The population of participants for the current project will consist of individuals with autism spectrum disorders (ASD) who are aged from 5 to 20 years and have had a diagnosis of ASD. The participants will be recruited from a variety of settings, including schools, clinics, and community programs. The participants will be assessed using a combination of standardized and non-standardized measures.

RESULTS AND DISCUSSION

Data from this study demonstrate the feasibility and efficacy of the TTTP as a tool for assessing toilet training outcomes. The TTTP was found to be effective in achieving positive toilet training outcomes for participants with ASD. The findings of this study support the use of TTTP as an effective protocol for toilet training and suggest that it is more efficient and effective than other approaches to toilet training.

SELECTED REFERENCES


