Simulation Training for Proper Hygiene Routine Following a Bowel Movement

Objective: Learner will be able to follow the necessary steps of correspondence training (do, say, report) in relation to a hygiene routine following a mock bowel movement on a doll with at least 90% accuracy across 3 consecutive sessions.

Materials: sun butter, toilet paper, toilet paper holder, plastic doll, sun butter applicator, plastic doll pretend potty chair, correspondence script/picture schedule flow chart, data sheet and pencil.

Data sheet:

Data collection: data will be collected on each step of the hygiene routine. The possible options for each step are (I) for independent responding, (G) for gesturing to the appropriate step on the script (except for phase 1 as this is part of the instruction), (V) for verbal reading of the script for the client (except for phase 1 as this is part of the instruction), (M) for modeling the correct response, (P) for partial physical prompt, (F) for full physical prompt, and (RB) response block if the client attempts to get more toilet paper if the toilet paper wiped was already clean.

Set up: check the set number to determine the amount of sun butter to apply to the doll and then apply and put the doll on the potty seat. **Note, some trials will involve wiping the doll when there is no sun butter present. Set the toilet paper holder with a roll of toilet already loaded next to the client within easy reach. Place the correspondence script on the desk in front of the client where he/she can easily see it. Conduct a mini preference assessment to determine a preferred item for the client to access contingent on completion of the trial.

Phase 1: Rotate between presenting “dirty” and “clean” trials, with one presentation of each for a total of 2 trials per session. During this phase read each step of the correspondence script to the client and prompt as necessary for the client to complete each step of the correspondence script. State the SD, “it’s time to clean up after using the bathroom” and then start reading the script.

• The script is as follows:
  1. Get toilet paper
  2. Wipe the doll (remember to prompt to wipe from front to back)
  3. Look to see if toilet paper is clean or dirty
     a. In terms of data collection the learner has to turn the toilet paper towards him/herself and make an orienting response of his/her eye gaze in contact with the paper to make the discrimination of clean vs. dirty
  4. Say if the toilet paper is clean or dirty
  5. Put paper in toilet
  6. “what’s next?” (allow the learner 5 seconds to respond)
     a. If the learner doesn’t respond by flushing if clean (either no response, or the learner tries to get more paper) then point to the
picture on the schedule that says, “if clean, what do you do: flush”, followed by the least to most prompt hierarchy if necessary
b. If the learner doesn’t responding by getting more paper if dirty (either no response or the learner tries to flush) then point to the picture on the schedule that says, “if dirty, then get more paper and wipe again”, followed by the least to most prompt hierarchy if necessary.

7. Report: It’s all clean
• **Prompting**: follow the least to most prompt hierarchy for each individual step in the chain
  o For this phase for the correspondence script there is no data collected on the client reading the script as its part of the instruction
  o If the client attempts to get additional toilet paper when the toilet paper is clean after wiping then block the client from getting the paper, say, “the wipe is clean, you don’t need anymore” and circle (RB) on the data sheet.
• **Data collection**: circle either (I) if the client was able to independently complete the step or circle the appropriate prompt level needed for the learner to complete the response correctly
• **Reinforcement schedule**: the learner should receive descriptive praise (e.g. “great job cleaning up after the bathroom) and access to a preferred item or small edible following the **entire chain** even if the learner required prompting to correctly complete each step.
• **Phase change criterion**: 5 consecutive sessions at 100%

**Phase 2**: Rotate between presenting “dirty” and “clean” trials, with five presentations each for a total of 10 trials. During this phase DO NOT read each step of the correspondence script. State the S^D, “it’s time to clean up after using the bathroom” and prompt as necessary for the client to complete each step of the correspondence script.

• Prompting and data collection are the same as above except for the following:
  o If the client needs a prompt to follow the correspondence script, then record prompt level on data sheet, either:
    ▪ (G) for a gestural prompt for pointing to the pictures on the script
    ▪ (V) for a verbal prompt of reading the steps of the script to the student
• **Reinforcement schedule**: the learner should receive descriptive praise (e.g. “great job cleaning up after the bathroom) and access to a preferred item or small edible following the **entire chain** even if the learner required prompting to correctly complete each step.
• **Set change criterion**: 5 consecutive sessions at 100%:
  o Start at phase 2 with set 2 and then set 3 until all sets are mastered
Overall Mastery Criterion: 5 consecutive sessions at 100% or better for set 3. Once the client has mastered this program he/she will move onto generalization testing in the natural environment.

<table>
<thead>
<tr>
<th></th>
<th>Clean trials</th>
<th>Dirty Trials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set 1</td>
<td>No sun butter on doll</td>
<td>½ teaspoon of sun butter on doll</td>
</tr>
<tr>
<td>Set 2</td>
<td>No sun butter on doll</td>
<td>¼ teaspoon of sun butter on doll</td>
</tr>
<tr>
<td>Set 3</td>
<td>No sun butter on doll</td>
<td>Pea sized amount of sun butter on doll</td>
</tr>
</tbody>
</table>

Generalization Testing:
- Once the learner has met mastery criterion for the simulation training generalization testing will occur in the natural environment and across settings if available.
- Prior to testing, data should be collected to determine if the learner has a consistent bowel movement schedule so that we can try to capture as many testing opportunities as possible.
- There is a separate data collection sheet for the generalization testing to score each part of the toileting and hygiene routine.
- Even though this is a testing phase as opposed to a teaching phase, if the learner makes an error, correct it immediately to prevent the client from engaging in unhygienic practices.
- Any steps in the hygiene routine that are not being independently demonstrated by the learner should be explicitly taught in the natural environment.
- Record which setting the learner is using the restroom to test across environments (e.g., school, home, store in community)
  - Record at least 3 data points across locations