

A Task-Analytic Approach to Teaching the Effective Use
of Toilet Paper

****This material does not represent a finished product but rather the present level of development of an effective teaching strategy. More refined material will be available in the near future. Not for dissemination without Jim Pollard's permission.

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TASK ANALYSIS: The Effective Use of Toilet Paper
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Cue: "Wipe yourself."

Objective: Teaching students to independently use toilet paper to effectively wipe themselves clean after a bowel movement, i.e. sitting on toilet and given cue "Wipe yourself," students will tear approximately eight sheets of paper off dispenser, fold it to the approximate size of their palm, and wipe themselves clean, dropping paper into toilet after use. The students will then pull up their pants and flush the toilet.

Prerequisite Skills: Sitting balance
Pincer grasp
Palmar grasp
Voluntary bowel control
Hip flexion
Self-directed arm movements:
 elbow flexion
 wrist rotation
 shoulder internal rotation
 shoulder extension
 finger flexion
 finger extension

Setting: A lavatory toilet stall with roll-type toilet paper dispenser affixed to right side of stall divider approximately 24" from student's right knee while sitting on toilet. Dispenser must allow paper to be pulled up to 30" away from it without paper tearing on perforation. Student (S) is seated on toilet with hands prone on knees. S's right hand is dominant. In some cases isolated component movements must be taught in a more table-oriented setting to build proficiency.

Note: To teach discrimination between clean and soiled paper and to develop effective wiping skills a substance simulating feces in color and consistency is used. The easiest composition:

2 parts brown Tempera paint
2 parts water
1-2 parts oatmeal

When training severely/profoundly retarded students the substance may have to be modified to be foul to smell and taste.

It has been noted that in many residential facilities trainers instruct residents to wipe themselves a specific number of times, assuming that repeating the chain three or four times will usually clean the rectum. A more effective approach is to teach the to self-initiate repetition of the chain until the paper remains clean after wiping. If this approach is used, discrimination between clean and soiled paper must be addressed early in training (see addendum). Although this approach may take longer to teach and may be more difficult for the student to learn, it insures more consistently hygienic results.

Right hand dominance is assumed.

Phase I: S tears paper from dispenser.

Part 1: S identifies toilet paper.

Step 1: S corectly discriminates toilet paper from objects that are not toilet paper.

S sorts toilet paper from objects that are not toilet paper, in an array across two different verbal cues from trainer.

Step 2: S points to toilet paper on roll in stall on instruction from trainer.

Part 2: S rips toilet paper at perforation.

Step 1: S grasps end of toilet paper from roll with left hand pincer grasp.

Step 2: S pulls paper until left hand rests on left knee.

Step 3: With right hand S reaches and touches paper on roll.

Step 4: S grasps paper approximately 3" from roll with right hand palmar grasp.

Step 5: S tears paper on perforation near roll by quickly pulling arm (adducting) towards self.

Phase II: S grasps paper.

Part 1: S folds paper in half.

S places right hand (with paper) over pincerd left hand, placing paper over thumb on left knee folding length of paper in half.

Part 2: S folds paper into quarter length.

Step 1: S grasps both ends of paper with left hand pincer grasp.

Step 2: S releases paper from right hand grasp.

Step 3: S grasps folded end of paper with right hand pincer grasp.

Step 4: S places pincerd right hand between thumb and forefinger of left hand, folding paper into quarter length.

Step 5: S releases grasp of right hand.

Part 3: S folds paper into eighth-length.

Step 1: S places pincerd right hand (with paper) between thumb and forefinger of left hand, folding paper into an eighth it's original length.

Step 2: S releases grasp of right hand.

Part 4: S places paper into palm of right hand.

Step 1: S places folded paper on four fingers of right palm with left hand.

Step 2: S releases left hand grasp, paper resting on four right fingers.

Part 5: S grasps folded paper.

Step 1: S places right thumb on top of folded paper.

Step 2: S grasps paper tightly between thumb and four fingers of right hand.

Phase III: S touches perianal area (henceforth, "rectum") with paper.

Part 1: S touches body parts in his field of vision.

Step 1: Standing, S touches toes, forearm, thighs with folded paper on command.

Step 2: Seated, S touches left knee, right knee, back of hands, and stomach area with folded paper on cue.

Part 2: S touches body parts partially out of field of vision with paper.

Step 1: Standing in front of and looking into mirror, S touches armpit and upper chest area with folded paper on cue.

Step 2: Seated, S touches back on knees, armpits, and upper chest area on cue.

Part 3: S touches body parts out of field of vision.

Step 1: Standing in front of and looking into mirror, S touches throat with folded paper on cue.

Step 2: Seated, S touches lower back and rectum with folded paper on cue.

Part 4: S touches rectum with folded paper.

Step 1: S leans forward, flexing hips, allowing enough space between toilet seat and buttocks to reach rectum with paper in hand.

Step 2: S reaches with right hand to touch rectum.

Step 3: S touches rectum with paper in right hand.

Phase IV: S wipes rectum effectively.

Part 1: S wipes substance simulating feces from surface with toilet paper.

Step 1: Presented with substance smeared on hard flat surface, S wipes surface clean with toilet paper using single right-to-left strokes on cue.

Step 2: S wipes substance from body part in his field of vision.

Substance smeared on S's knee, S wipes knee clean with single right-to-left strokes using a clean piece of toilet paper after each stroke.

Step 3: S wipes substance from body part partially in his field of vision.

Substance smeared on back of S's knee, S wipes back of knee clean with single right-to-left strokes using a clean piece of paper after each stroke.

Step 4: S wipes substance from body part out of his field of vision looking at himself in mirror.

Substance smeared beneath S's chin or on throat, S watching himself in mirror placed in front of him, S wipes chin or throat clean with single right-to-left strokes using a clean piece of toilet paper for each stroke.

Step 5: S wipes substance from body part out of his field of vision.

Seated, substance smeared on S's chin or throat, S wipes chin or throat clean with single right-to-left strokes using a clean piece of paper after each stroke.

Part 2: S wipes rectum.

Step 1: S wipes rectum with paper in right hand with one upward stroke on cue, effectively cleaning rectum.

Step 2: S releases right hand grasp of paper over toilet dropping paper into bowl.

...and now, tips for tomorrow's leaders....

Kids!!!

YOU CAN DO YOUR PART FOR ECOLOGY

AND THE SOCIAL ORDER!!!!

*****EVERYDAY!!

*****FOR FREE!!

*****ON A MOMENT'S NOTICE!!!

AFTER YOU DO A... **No. 1,**

OR A... **No. 2;**

DON'T FORGET TO FLUSH THE...
"JOHNNY"!

ALSO--a Word to the Fellas---
Lift the lid when you're
peein' and then set it down agin!
Mom and Sis will appreciate it!!!

Avoid that annoying
"overflush" that
means the "Johnny"
is "running"...

AND REMEMBER---

DON'T FORGET TO

"JIGGLE" THE HANDLE!!!!

