

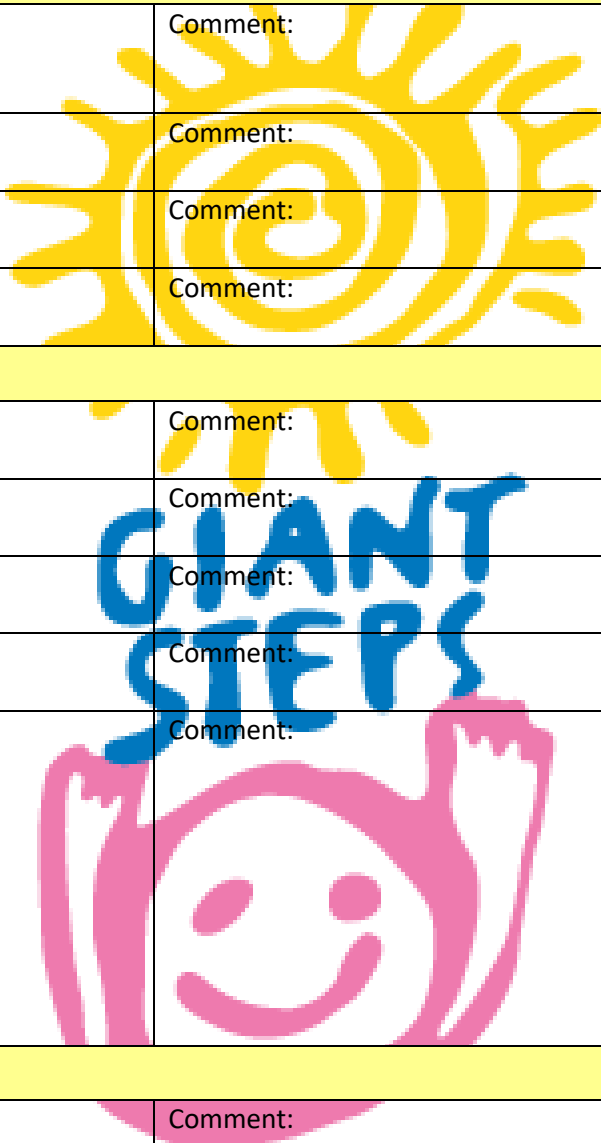


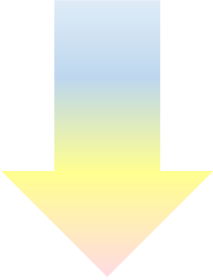
Giant Steps Toileting Assessment

Student: _____ Date: _____

1. Information Gathering:		
Caregivers		
Has information on past toileting experiences been gathered?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Is toileting a family priority at this time?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Are the family in a place to carry out intervention at home?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Are there any major changes or impacts that will hinder implementation?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Are the school staff in a place to carry out intervention at school? Consider: <ul style="list-style-type: none"> • Staffing levels • Programming needs • Access to bathroom • Staff aware of protocol 	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Medical		
Are there any medical concerns to be aware of for the child?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Is there need for a referral to a GP?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Is there need for a referral to incontinence nurse?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Could medications be influencing toileting?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Dietary		
Has current food and drink intake been considered? Consider: <ul style="list-style-type: none"> • Quantity 	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:

<ul style="list-style-type: none"> • Timing • High preferences 		
Routine		
Is there a consistent routine in place around toileting?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Is routine consistent across environments?		
Is there opportunity for independence with this routine?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Are regular times for toileting scheduled?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Consider frequency of completing routine across the child's day.	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Communication		
What communication supports are in place to teach the routine?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
How is the specific toileting goal being communication to the child?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
What additional supports can be put into place?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
How is the 'reward' for toileting success being communicated to the child?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Has a range of communication options been considered? <ul style="list-style-type: none"> • Real object • Transition visuals • Routine schedules • Individual routines • Social Stories • Video modelling (real or cartoon) • Request options 	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Environment/Sensory		
Has the overall 'sensory feel; of the bathroom space been considered? <ul style="list-style-type: none"> • Noise 	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:



<ul style="list-style-type: none"> • Light • Temperature • Other people in the space 		
Are postural supports in place as required? <ul style="list-style-type: none"> • Footstool • Toilet seat • Access to basin 	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Sensory supports to promote calmness in place?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
Sensory supports to promote sitting?	Y <input type="checkbox"/> N <input type="checkbox"/>	Comment:
2. Goal setting:		
Short term toileting goal:		
Long term toileting goal:		
3. Review Plan:		
Strategies to be implemented starting:	XX/XX/XXXX	
Data to be evaluated:	Weekly <input type="checkbox"/> Fortnightly <input type="checkbox"/> Monthly <input type="checkbox"/>	
Review with caregivers scheduled:	XX/XX/XXXX	
4. Rationale:		
	Goal Setting	<ul style="list-style-type: none"> • Specific to the child’s capabilities at the time
	Develop a Plan	<ul style="list-style-type: none"> • “Framework family education strategies used at home • Process of “why” teaching certain skills in a certain way: the process
	Implement	<ul style="list-style-type: none"> • Protocol, consistency, staff education, data collection, home visits
	Evaluate	<ul style="list-style-type: none"> • School and home: review data, interviewing team and family, GAS scale
	Adjust	<ul style="list-style-type: none"> • Based on findings



GIANT
STEPS

