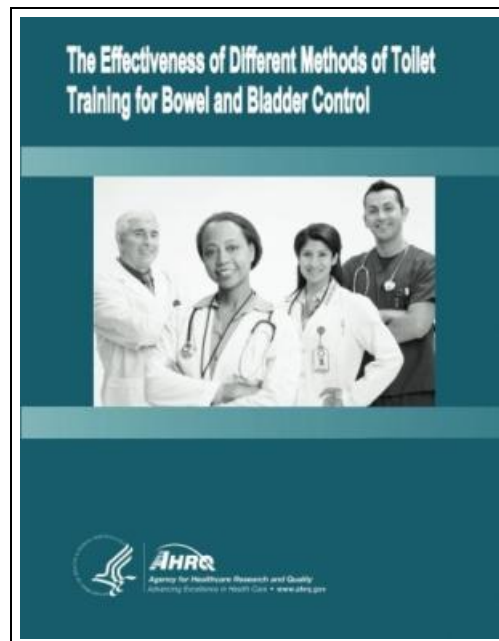


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THE EFFECTIVENESS OF DIFFERENT METHODS OF TOILET TRAINING FOR BOWEL AND BLADDER CONTROL EVIDENCE REPORTTECHNOLOGY ASSESSMENT NUMBER 147

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CreateSpace Independent Publishing Platform. Paperback. Condition: New. This item is printed on demand. 184 pages. Dimensions: 11.0in. x 8.5in. x 0.4in. Toilet training is the mastery of skills necessary for urinating and defecating in a socially acceptable time and manner. In many cultures, parents regard the achievement of independent toileting as a significant accomplishment and a step toward self-sufficiency. Bladder and bowel function is regulated by complex muscles and may be modified by physiological, psychological, social, and cultural factors. Currently, an all-encompassing definition of toilet trained is lacking, and there are no strict criteria stating how long a child must be bladder or bowel continent, or what components of the toileting process a child must accomplish independently, in order to be considered toilet trained. Over the last 100 years, recommended toilet training methods have oscillated between rigid programs and child-oriented ones. In 1962, Brazelton developed the child readiness approach, which focused on gradual training. This approach described parameters of child and parent toilet training readiness. The Azrin and Foxx method emerged in 1971 as a parent-oriented method that emphasized structured behavioral endpoint training aimed at eliciting a specific chain of independent events by teaching the component skills of toilet training. These two methods differ with respect to goal development, endpoints, and emphasis on the child's self-esteem. Other methods include variations of operant conditioning, assisted infant toilet training, and the Spock method. Some factors believed to impact toilet training include sex, age at initiation, race, physical or mental handicaps, and constipation. While the majority of children are toilet trained without incident, approximately 2 to 3 percent experience an adverse outcome. Common adverse events are enuresis, encopresis, stool toileting refusal, stool withholding, and hiding while defecating. Toilet training children with special needs presents a unique set of challenges as impaired communication skills, reduced...



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