Alberta Aids to Daily Living (AADL) Program

ASSESSMENT OF READINESS FOR TOILET TRAINING

This form is an adjunct tool to assist authorizers, assessors, and parents in the assessment and implementation of strategies for the management of urinary and/or bowel incontinence.

NAME: DATE: _		
1. Child understands simple directions (for example, "pick up the toy").	☐ Yes	□No
2. Child shows pride and willingness in learning new skills.	☐ Yes	□No
3. Child shows periods of strong independence.	☐ Yes	□No
4. Child shows an interest in the potty.	☐ Yes	□No
5. Child responds to regular prompting of toileting.	☐ Yes	□No
6. Child imitates adult behaviors (i.e. brushes teeth, combs hair, sits on potty).	☐ Yes	□No
7. Child is willing to sit on the potty for 1-2 minutes.	☐ Yes	□No
8. Child stays dry for about 2 hours at a time.	☐ Yes	□No
9. Child is able to control the muscles responsible for elimination.	☐ Yes	□No
10. Child makes a physical demonstration when having a bowel movement (i.e. grunts, squats, hides, verbalizes).	☐ Yes	□No
11. Child understands the physical signals that he/she has to go and is able to communicate this prior to urination or bowel movement.	☐ Yes	□No
12. Child has a word or gesture to indicate a wet or dirty diaper.	☐ Yes	□No
13. Child shows an awareness of having just urinated or had a bowel movement.	☐ Yes	☐ No
 Child has the ability to push down/pull up his/her pants or indicate need for assistance to do so. 	☐ Yes	□No
15. Child has regular, soft, formed bowel movements at predictable times.	☐ Yes	☐ No
16. Child will point to the potty when asked, "where does pee-pee go?"	☐ Yes	□No
Comments:		