

## PAEDIATRIC ASSESSMENT TOOL FOR ISSUING OF PRODUCTS

<b>Child's Name:</b> .....	<b>Date of Birth:</b> .....  <b>NHS No:</b> .....	<b>SCORE</b>  > 30 <b>HIGH</b> – consider a disposable product (according to local policy)  17 – 29 <b>MEDIUM</b> – may be able to be toilet trained but may need to consider 2 piece disposable or washable product short term (according to local policy)  < 16 <b>LOW</b> - consider toilet training programme and try removal of disposable product (if worn)
<b>Assessment completed by:</b> .....	<b>Date of assessment:</b> .....	

			Score
<b>BLADDER /BOWEL MATURITY</b>			
<b>(a) bladder function – bladder emptied</b>			
1 More than once per hour	3	Check fluid intake – adjust if necessary If frequency persists > aged 5 yrs consider assessment for OAB	
2 Between 1-2 hourly	2	Indication of developing bladder maturity	
3 More than 2 hourly	0	Maturing bladder – consider toilet training readiness	
<b>(b) Bowel function:</b>			
1 Opens bowels more than three times a day	3	Exclude underlying constipation	
2 Does not always have normally formed bowel movements i.e. is subjected to constipation or diarrhoea	2	Address underlying bowel problem before commencing toilet training (check Bristol Stool Form score)	
3 Has regular normally formed bowel movements	0	Mature bowel – consider toilet training readiness	
<b>(c) If night-time wetting occurs:</b>			
1 Usually i.e. most or every night	3	If over the age of 5 years and dry in the day consider referral to the enuresis service	
2 Frequently i.e. has occasional dry nights	2	Indication of developing bladder maturity	
3 Rarely/never i.e. is usually dry at night	0	Mature bladder – consider toilet training	
<b>(d) If night-time bowel movements (during sleep):</b>			
1 Occurs more than once per week	3	Assess for underlying constipation – treat as appropriate	
2 Never occurs	0	Mature bowel	

<b>INDEPENDENCE / AWARENESS</b>			SCORE
<b>(e) Sitting on the toilet</b>			
1 Afraid or refuses to sit	4	Consider behaviour modification programme	
2 Sits with help	2	Liaise with O.T if necessary re toilet adaptation/equipment	
4 Sits without help for long enough to complete voiding	0	Check for bladder/bowel maturity and consider toilet training readiness	
<b>(f) Going to the toilet</b>			
1 Gives no indication of need to go to the toilet	4	Consider introducing strategies to raise awareness of wet/dry/soiled	
2 Gives some indication of need to go to the toilet	2	Introduce positive reinforcement for target behaviour	
3 Sometimes goes to toilet of own accord	0	Consider formal toilet training programme	
<b>(g) Handling clothes at toilet</b>			
1 Cannot handle clothes at all	3	If child physically able introduce programme to encourage child to pull pants up/down independently	
2 Attempts or helps to pull pants up/down	2	Introduce positive reinforcement for target behaviour	
3 Pulls clothes up and down without help	0	Consider toilet training readiness	
<b>BEHAVIOUR</b>			
<b>(h) Bladder control</b>			
1 Never or rarely passes urine on toilet/potty	3	Complete baseline wetting/soiling chart to identify voiding interval and then start toilet sitting at time when bladder more likely to be full	
2 Passes urine on toilet sometimes	2	Consider removal of nappy (if worn) and introduction of formal toilet training programme	
3 Can initiate a void on request	0	Good evidence of bladder maturity commence on toilet training programme	
<b>(i) Bowel control</b>			
1 Never or rarely opens bowels on toilet/potty	3	Complete baseline wetting/soiling chart to identify frequency of bowel movements and then start toilet sitting at a time when bowel more likely to be emptied e.g. after meals	
2 Opens bowels on toilet sometimes	2	Consider toilet training readiness	
3 Opens bowels on toilet every time	0	Evidence of bowel control consider formal toilet training	
<b>(j) Behaviour problem, that interferes with toileting process e.g. screams when toileted</b>			
1 Occurs frequently, i.e. once a day or more	4	Consider liaison with LD team/CAHMS re behaviour modification programme	
2 Occurs occasionally, i.e. less than once a day	2	Consider assessment to identify 'trigger' factors for behaviour e.g. sound of hand dryer	
3 Never occurs	0	Check bladder/bowel maturity and consider toilet training readiness	
<b>(k) Response to basic commands, e.g. "come here"</b>			
1 Never/ Occasionally responds to commands	4	Consider introducing 'routine/social stories' to gain co-operation	
2 Usually responds	0	Consider toilet training readiness	