

## **Abstract of Doctoral Thesis**

### **Title: Toilet-training for individuals with autism spectrum disorder and intellectual disability based on functional assessment**

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The purpose of this thesis is to examine toilet-training for children with autism spectrum disorder and intellectual disabilities, focusing on individualization based on functional assessment.

Chapter 1 provides an overview of the diagnosis of autism spectrum disorder and intellectual disabilities and of changes in the disability model, and clarifies the significance of toilet-training with specialist support for parents.

Chapter 2 discusses the results of a meta-analysis of practical studies on the implementation of toilet-training in children with autism spectrum disorder and intellectual disabilities, and clarifies that, as a trend in practical studies, practical research on defecation training is scarce, and practitioners are required to “individualize” intervention procedures according to the participant.

Chapter 3 examines the trends in practical research on toilet-training in which individualization has been implemented based on functional assessment, and lists three trends: (a) practical studies on defecation, (b) practical studies based on stimulus fading using underwear or using a stimulus as a prompt to be faded out, and (c) practical studies in which functional assessment of multi-layered units was conducted.

Chapter 4 presents five practical studies of toilet-training that focus on individualization based on functional assessment for children with autism spectrum disorder and intellectual disabilities in order to overcome the above challenges.

Chapter 5 examines the five practical studies in Chapter 4 from the perspectives of “variations in individualization,” “analysis of the process of functional assessment,” and “interaction between parents and participant.” In functional-assessment-based toilet-training for children with autism spectrum disorder and intellectual disabilities, it is effective to implement functional assessment in the following flow: (1) examination of medical and physical problems, (2) ABC analysis of participant, and (3) ABC analysis of parents. It was found that conducting functional assessment of multi-layered units may enable optimal individualization for not only the participant, but both the participant and the parents. Future tasks related to functional assessment and individualization include practical studies such as assessments of and interventions in medical and physical problems, practical research on mental care of

covert behavior based on ABC analysis of parents, and examining social validity including long-term ripple effects.