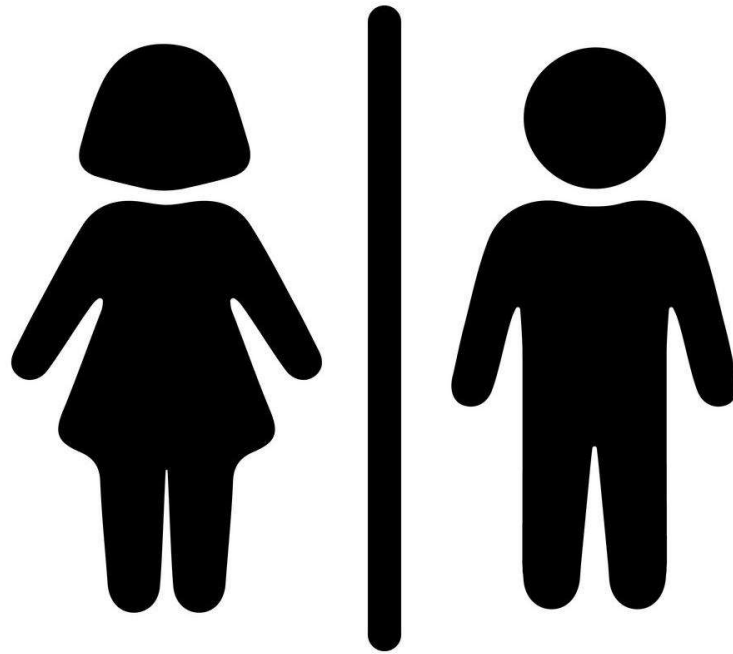


Section 7:

Toilet Training



Toilet Training Program

Rationale: NYS maintains that children who are not toilet trained **cannot** be excluded from Pre K and it is a skill that must be taught to the children. NYS recommends: "School districts should include the family in development of a plan that supports the child using the toilet independently. Schools should work with families to establish vocabulary words and a routine that can be used consistently at both home and school." Therefore the Early Childhood Department is offering a program that will involve teaching teams, families, and Adult Family Educators to support children in developing this life skill.

Goal: Transition children from wearing a diaper at home to pull ups and come to school each day wearing a clean pull up. Upon completion of the program, children will choose 2 packs each of the training pants as they "graduate" to big kid underwear.

Program Implementation Steps:

1. Teacher completes the first part of the Toilet (Potty) Training Checklist for each student who is not potty trained. If 8 of the 11 items of the criteria are met, the child is developmentally ready / eligible for the program.
2. The adult with the best relationship with the family (teacher, para, adult family educator, parent liaison) will contact each family whose child is developmentally ready for this program and have them complete the second part of the Toilet Training Checklist. Please keep the signed completed copy of the checklist in the classroom. (If a parent wants a copy, please provide one)
3. The family and teaching team should develop a child's potty training plan based on the "Helpful Hints" from the Toilet Training Checklist. (A strategy option will be the potty watch, that should be set at different times per child so all 18 kids aren't trying to go to the toilet at one time.)
4. **The Para receiving the Toileting Differential** will provide the parents with the materials from the program.
5. **The Para receiving the Toileting Differential** will keep a log of the child's progress and will communicate with the parents their child's progress.

Supplies for Families:

- For the first month (4 weeks), each child will be sent home with 1 pack of pull ups (take home packs).
- After the first month, the children should choose 2 packs each of the training pants (7 underpants per pack should give parents enough for a week including accidents).
- 1 potty watch per child (extras are available for breakage or if they get wet)
- Student allocation: (1 child x 3 per day x 20 days) = 60/pull ups needed per child roughly 3.5 packs per child for their first month or as potty training continues.
- Resources provided using Pre K funds allocated to each school. Order supplies from School Health, or use the Wegmans Card in case of an emergency.

Toilet Training Program Agreement Memo

Pre-k Paraprofessionals in the regular classroom Pre-k para position (not break paras per MOU) are eligible for an 8 week-\$2.75/per hour differential; if they are toileting training one or more students in their classroom.

In order to receive this differential, a Paraprofessional needs to complete both the form below and the toilet training log. The Agreement form has to be signed by both their classroom teacher and principal. The Principal or his/her designee will email all completed forms to the Department of Early Childhood to the attention of Sue Menz (Suzanne.menz@rcsdk12.org).

If after the 8 week period a paraprofessional is continuing to provide toilet training to one or more students, the form will need to be complete again (check renewal box) with a new attached training log. If a new form is not submitted the differential will end at the end of the 8 week period.

A student is considered to need toilet training if they average two or more accidents per week. If you do not believe a student is making progress towards being toilet trained, please contact Michelle Richardson-Wilson and she can arrange a classroom meeting with your teacher and TST.

The goal of providing toilet-training assistance is to train the student so that they develop the independent life skill of bathroom independence, proper hygiene, and being school ready. A Paraprofessional receiving a differential is expected to complete or have completed the following:

- Attend the Toilet Training PD (contact lead paraprofessional)
- Work with classroom teacher to ensure adequate bathroom times and reminders are part of the Pre-k daily schedule (at least between all transitions)
- Work with the classroom teacher to ensure that toilet training themes, activities, books are built into the Pre-k curriculum schedule.
- Work with the teacher and the family to complete the Toilet Training Checklist
- Work with the classroom team to ensure materials were ordered and in the classroom in order to follow the Pre-k toilet training program.
- Support children in developing their Toileting Skills
- Keep a log of the child's progress and communicate with the parents their child's progress

We thank you in advance for your service to District students. Please contact Michelle Richardson Wilson or Rebecca Boyle with any questions.

Please list students who are Not Toilet Trained:

Para Signature: _____

Teacher Signature: _____

Principal Signature: _____

Period Requested with dates (see chart): _____

Below please see the chart with deadlines and the time periods covered for the 2019/20 school year.

Child's Name: _____

Parent's Name: _____

Toilet (Potty) Training Checklist



Is your child ready to be potty trained? Check those that apply to your child:

- _____ Follows simple directions
- _____ Remains dry for at least 2 hours at a time during the day
- _____ Dry after nap time
- _____ Regular and predictable bowel movements (some children may have bowel movements every day and some may have them less frequently)
- _____ Willingness to walk to and enter the bathroom
- _____ Pulls down own pants and pulls them up again
- _____ Seems uncomfortable with soiled or wet diapers
- _____ Gives verbal or nonverbal expressions when having a bowel movement or when needing to go to the bathroom
- _____ Seems interested in the toilet or asks to use the toilet
- _____ Is willing to sit on the toilet
- _____ Has asked to wear grown-up underwear

If the child has most of the skills marked, you can assume the child is ready to start potty training. Potty training may best be accomplished by starting at home first and then at school.

If the child does not have most of the skills marked then wait a few weeks or months and refer to the checklist again. Toilet training is much easier if the child is truly ready to master this skill.

To try to be consistent in the potty training process, please share with us some information about your child's and family's preferences in this process:

1. What words or gestures does your family use for body parts used in potty training?

What words or gestures does your family use for urine?

What words or gestures does your family use for bowel movements?

2. What strategies have been tried at home? (Example: reading books, aiming at Cheerios, trying on big kid underwear, sitting on the potty)

3. Does your child have a special need or circumstance that needs to be taken into consideration?

Parent Signature: _____

Teacher Signature: _____

Keep a copy of this signed form for classroom records and give a copy to the parent.

The following are some helpful hints in potty training your child:

- A calm easygoing approach works best.
- Toilet training involves many steps (discussing, undressing, going, wiping, dressing, flushing, hand washing). Reinforce the child's success at each step.
- Help children recognize when they are urinating or have a bowel movement. They must be aware of what they are doing before they can do anything about it.
- Children should be shown how to use the toilet by watching other children who are trained or by discussing each step and practicing each step without actually using the toilet. (Example: have child sit on toilet dressed, flushing toilet).
- Including toilet training into the daily routine such as reading books, songs and games that reinforce the skills needed to toilet train.
- Dress children in easy to remove clothing to help them to be successful in undressing and dressing.
- When a child is giving the signs of having to use the toilet or tells you they have to use the toilet, take the child in and help undress them and onto the toilet. Sit by the child for a few minutes. Try not to push for immediate results. After a few minutes, help the child with the rest of the routine and give praise for the effort or any successes they had.
- Try to encourage going to the potty after meals or snacks. This is a common time they may actually need to use the bathroom.
- Never force a child to sit on the toilet against their will or for long periods of time if they do not want to use it. This could set up a power struggle and can create a negative feeling toward the toilet training.
- Never punish for accidents. Occasional accidents are normal. Clean and change the child immediately. Be positive and reassuring that they will be successful. Punishment does not make the process go faster and may delay it.

Potty training is a big skill to learn. Be patient. Let your child decide when he/she is ready. If you do, the child will most likely be trained in a very short period of time. However, nighttime dryness may take an additional six months to a year. Set-backs are common and should be expected. This does not necessarily mean failure. The child may be taking a temporary step back to a more comfortable place, which helps support later progress.

Additional information can be found at www.nccc.org/guidance/toilet.train.html



Period Number	Dates Covered for Differential	Deadline to Submit New or Renewal
#1	9/9/2019 to 11/1/2019	9/13/2019
#2	11/4/2019 to 12/17/2019	10/25/2019
#3	1/6/2019 to 2/28/2019	12/20/2019
#4	3/02/2019 to 4/24/2019	02/14/2019
#5	04/27/2019 to End of Year	4/17/2019

Toileting Log

School#: _____

Teacher: _____

Para: _____

Student Name: _____

Week/Period: _____

Directions: Please check the box under each time period to describe toileting needs of the student.

Day of Week	Arrival	After Breakfast	Before lunch	Before Nap	After Nap
Monday	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked
	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled
	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.
Tuesday	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked
	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled
	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.
Wednesday	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked
	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled
	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.
Thursday	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked
	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled
	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.
Friday	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked	<input type="checkbox"/> Checked
	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled	<input type="checkbox"/> Wet/Soiled
	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.	<input type="checkbox"/> Sat on toilet.

Notes: