**LSH Toilet Learning Action Plan**

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is your child ready to be potty learned?** 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
* 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 learning. Potty learning 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 learning is much easier if the child is truly ready to start.

To try to be consistent in the potty learning 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 urine/bowel movements?

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1. Do you prefer pull ups during nap time? Yes or No (circle one)

 (Please provide pull ups with side straps with Velcro)

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

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

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\*\*\*Please note bowel movement accidents in underwear can get very messy and underwear may not be salvageable.

**Helpful Hints in potty learning process with your child**

* A calm easy-going approach works best

* Toilet learning 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 potty learned or by discussing each step and practicing each step without actually using the toilet. (Example: have child sit on the toilet dressed, flushing the toilet).

* Including toilet learning 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 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 learning process.

* Never punish for accidents. Occasional accidents are normal. Clean and change the child immediately. Be positive and reassuring that they will be successful. Punishment doesn't make the process go faster and may delay it.

Potty learning is a big skill to learn. Be patient. Let your child decide when he/she is ready. 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.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_