

Diapering and Toilet Learning Partnership Guidelines

All children are welcome in the program whether they are diapered, learning to toilet, or have learned to toilet. During the toddler and preschool years it is common to find children in a variety of stages of toilet learning.

The staff works with parents to plan a toilet learning plan as the parents perceive their child's readiness. The staff may meet with parents to initially make a collaborative plan that integrates parent goals, children's skills, and staff knowledge. These plans may include:

- Parent introduction to toileting at home over a period of time (this is individual as some children may take to the idea quickly and others may be more methodical).
- Identification of toilet use for bowel movements as well as urination at home with repeated interest by child.
- Regular and consistent encouragement for the use of the toilet by parent on weekends, evenings, mornings, as well as the program's support for the child at intervals during the day.
- Initial support of using the toilet with the parent when the child arrives and departs from the program in order to "imprint" on this space, the secure and safe feelings they have with the parent at this time.
- Staff will work with the family to use pull-ups*, underwear, or diapers as needed to support the child's ability to toilet in the program.

Additional Important Thoughts:

- Pull-ups must be with Velcro tabs as they can be put on and taken off most easily for group care. Please bring in pull-ups that are the most user friendly so that the toileting process is the least stressful for your child.
- The child must be consistently able to use the toilet/potty for bowel movements for two weeks prior to wearing underwear at the Center.
- It is important for staff to regularly communicate with parents about how each day "went" in the bathroom. This may be in the form of a note home, a phone call, or a quick check in at the end of the day. Be careful to communicate clearly about your thoughts or concerns in person as email or writing can often be difficult to understand.

While toileting at home can be successful quickly and easily it is understood that the classroom environment with shared bathrooms, different adults, and lots of activity can be distracting, uncomfortable, and the last step in completing the toileting process. Staff can be sure to understand the parents' hope for an easy and expedient learning experience yet offer reasonable responses to the child's pace at the program.

When it appears that parents and staff are not communicating clearly about the toileting plan setting an additional meeting (with administration if helpful) will further support the process. Children will not be excluded from the program for any reason in this process.