

## What Do I Say Now: Toileting and Diapering

Read the following scenarios and answer the questions.

You walk into Rose's toddler room and hear a number of children crying. Rose is in the restroom area with Joaquin. You notice he is sitting on the toilet and screaming. Tears are running down his face. Rose is kneeling near him. You hear her say, "When you go pee-pee like a big boy, you can get up."

- 1) What did Rose do wrong?

*Rose is not following Joaquin's lead in toilet training. She is not paying attention to the signs that he is not interested or ready. She is pressuring him to do something that his body may not be ready to do.*

- 2) What effect do you think Rose's behavior might have on the child's emotional development? What effects do you think Rose's behavior might have on the child's physical development or toilet training?

*Rose's behavior might make Joaquin afraid to go into the restroom. It might also make Joaquin afraid of Rose. This interaction could damage their relationship and the trust that Joaquin needs to have in his caregiver.*

*If Joaquin resists urinating or having bowel movements, he could be susceptible to a range of illnesses and infections. These negative interactions might slow down the process of toilet training.*

- 3) What should Rose have done?

*Rose should follow Joaquin's lead. She should remain positive and encouraging about the toilet. She should provide regular opportunities to use the toilet, but she should not pressure or shame him. If he becomes upset, she should let him leave the restroom.*

- 4) Write exactly what you would say to Rose if you saw this happen in a classroom:

*Responses may vary. Suggested response: "Rose, I know Joaquin is working hard on going to the potty, but I think he's letting you know he's done for now. Maybe he can try again later." Then be sure to follow up with Rose about what you saw and what appropriate potty-training behavior looks like.*

Dawn works in your school-age program. Trixie is a five-year-old who just transitioned into the program. The restroom is always accessible to children in the program, and they do not need to ask permission to go. Trixie does not understand this yet, and always asks Dawn's permission before going to the restroom. Today Dawn has been very busy helping other children. When Trixie tapped Dawn's shoulder, she said "Not now." A few minutes later, she noticed a puddle on the floor and saw Trixie crying. Her pants were wet and she said she had an accident.

- 1) Why do you think Trixie asks permission to use the restroom?

*Trixie might have had different rules in her preschool program or at home. She might think she is not allowed to go unless an adult gives her permission. She might also be a little scared of using the restroom in a new setting. She might want an adult to know where she is.*

- 2) What should Dawn do right away to help Trixie after her accident?

*Dawn should try to keep the situation as private as possible. She should block off the soiled area of the floor or ask another adult for assistance with cleaning. She should help Trixie find a change of clothes and get cleaned up in the restroom. She should follow all cleaning and handwashing procedures required by her program.*

- 3) What might you say to Dawn to help her promote Trixie's independence?

*Dawn should be patient with Trixie. She is just learning. You might say, "I know it can feel like all of the children need your attention all of the time. It seems like Trixie needs your attention more than some other children. What do you think would work for her?" You might suggest reminding Trixie to use the restroom right away when she arrives at the program. You might also suggest a system for Trixie to indicate she is going to the restroom without verbally having to tell an adult (like a "hall pass" system).*