



TOILETING STAGES AND PROGRAMS

Cedar and Oak Infant & Toddler Programs	<ul style="list-style-type: none"> • May wear an infant diaper – disposable or cloth* • May be in the process of Toilet Learning • May wear a pull up diaper** • May be independent in toileting and will get support each time when wiping
Oak Pre-K Program	<ul style="list-style-type: none"> • May be in the process of Toilet Learning • May wear a pull up diaper** • May be independent in toileting but may need support when wiping***
Cedar Pre-K Program	<ul style="list-style-type: none"> • Must be independent in toileting but may need support when wiping*** • Must not have multiple accidents each day
Forest Pre-K Program	<ul style="list-style-type: none"> • Must be independent in toileting but may need support when wiping*** • Must not have multiple accidents each day
Forest Explorers	<ul style="list-style-type: none"> • Must be independent in toileting and does not need support when wiping

* If you use cloth diapers, you must bring a wet bag and exchange the diapers every day.

** If children are in the process of Toilet Learning, they must use a pull up diaper after three accidents at daycare (or families can choose to pick up the child early). If a child comes to daycare with a pull up diaper on, the teacher must be told this at drop off.

***When children are toileting independently, they must learn to ask for help with wiping. Teachers will assist with wiping or doing a double check only for children that consent.

TOILET LEARNING STAGES

Stage One: Toilet Play

- Pretends to toilet, usually with clothes on
- Observes others going to the bathroom
- Shows an interest in the toilet

Stage Two: Toilet Practice

- Practices pulling pants up and down
- Practices getting on and off the toilet

- Practices squatting and standing
- Practices hand washing
- Ask is diaper is wet or dry, empty or full
- Practices flushing (we don't usually do this at daycare but you may do it at home)

Stage Three: Toilet Learning

- Shows interest in wearing "real" underwear
- Feels the need to urinate by showing gestures/sign language or uses facial expressions
- Shows signs of pushing and concentration when they are ready for a bowel movement
- Has words for using the toilet and tells you when they have to go
- Tells you they are soiled or wet and needs to be changed
- Holds urine for longer periods of time
- Acquires the desire to be clean
- Can pull pants up and down for themselves
- Stands and sits well on their own

Stage Four: Independent Toileting (with or without wiping assistance)

THINGS WE RECOMMEND

Toilet Learning at home will look a bit different than at daycare. We want to work with families to support toilet learning as best we can. Please meet with your Program Manager to share what your home plan is. In general, here are some things we recommend:

- Follow the child's lead. Start or delay toilet learning based on the child's interest. Do not force a child to start learning who is not ready. If you are unsure, talk with a teacher.
- Let the child be in charge of as much of the process as possible. Tell them to let you know when they have to go or gently ask if they need to use the toilet throughout the day.
- Provide them with information. Explain to the child about going to the toilet and what will happen. Talk about the items in the bathroom and what they do—toilet, sink, soap dispenser, toilet paper, etc.
- Provide a potty chair for learning and/or a step stool to use the toilet. Let the child use whichever they prefer. Remember they need to feel comfortable.
- Do not insist a child remain on the toilet longer than they feel comfortable. The child may develop an association of unpleasantness with the bathroom.
- Turn on the water to use as a stimulus to urinate during early toilet learning.
- Read books with the child about toilet learning.
- At daycare, we don't allow the children to read books while sitting on the toilet (for sanitary reasons) but child may do so at home. You may want to select designated books for this.
- Give simple answers to questions without making the child feel embarrassed or ashamed for asking.
- Give the appropriate vocabulary for body parts and functions. Children should know all of the biological names for their private parts.

- Begin a routine of handwashing after each visit to the toilet.
- Give encouragement and positive reinforcement for **trying** to use or using the toilet.
- Do not use words like “dirty,” “naughty” or “stinky” in a negative tone or connotation. This can make your child feel ashamed and self conscious.
- Encourage the child to listen to their body. Use language that models behaviour, “I’ll be back, my body tells me I have to use the toilet”.
- Approach accidents as opportunities for the child to learn how to clean up and get dressed. Be warm and supportive. Do not scold or take away privileges for accidents.
- Do not bribe your child to use the toilet with treats or food.
- Dress children in easy-to-remove clothing. Do not dress your child in clothing that is hard to get out of during early learning. Wearing these items may cause extra stress for the child if they can not get them off in time or are always getting wet or are having to change their clothes. Do not dress them in these until they have mastered toileting with them on and can undress themselves.
 - Examples: no overalls, rompers, buttons, muddy buddies

Hygiene Hints

When a child is learning how to use a toilet, it is also important that he or she learn hygiene. Here are some hints:

- Teach girls to wipe from front to back, because bacteria can easily be transferred from the anus to the vaginal area.
- Hand washing should always be included at the end of every child’s bathroom routine.
- Encourage children to wipe gently, to prevent irritation which can cause infection.
- Encourage the child to tell a teacher or adult right away when they have an accident.
- When accidents occur, have the child assist in changing clothing as quickly as possible (if able).