



Red Robin Therapy's guide to

# Toilet Training

## READINESS

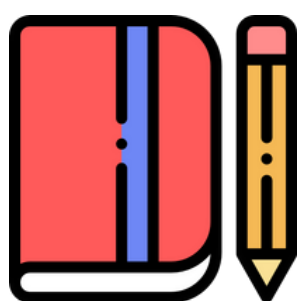
If your child:



- Shows awareness of, or participation in, routines;
- Has long, dry spells during the day or after a nap;
- Has the ability to indicate their needs through gesture or vocalisation;

They may be ready to begin toilet training.

## KEEP A DIARY



- It will be easier to time success on the toilet if you have a rough idea of toilet habits, especially "number twos". Knowing when a nappy is most wet will help you anticipate toilet time, for example, after drinks or meals, and on waking.

## GO COLD TURKEY!



Don't be tempted to use nappies or pull-ups during the day. They're designed to take wetness away from the skin, and it will take longer for your child to make a connection between the discomfort of being wet/soiled and using the toilet. Establish daytime control first!

## CREATE A ROUTINE



This may include:

- No visitors expected or going out needed;
- Leaving training until school or nursery holidays;
- Asking for support from family, school or nursery;
- Teaching signs or words or using symbols/objects for the whole process, and keeping them consistent.

## BE PATIENT!



Toilet training is not easy for any child, and even more so if they have a learning disability, sensory processing needs, or co-ordination difficulties. If your child needs special toileting equipment, make sure they feel secure - feet dangling may make them feel like they're going to fall.

