

**Special Needs Nursing Team**

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The special needs nursing team provides services to children and young people ages 0 -19yrs in the borough of Lewisham. The service offers special needs nursing and specialist health visiting support.

A Team Around the Child (TAC) approach is used to ensure all relevant professionals work together in order to meet your child's individual needs.

Staff in the team work with children across the 0 -19 year age range, supporting the transition from nursery to primary school, on to secondary school and into adult services. Providing support for children and families through: continence management, management of health care needs, education & training for nursery/school staff, implementing care plans for your child in nurseries and schools, the development of continuing care pathways and meeting the individual needs of the Child and their family.

PEES & POOS DIARY

Special Needs Nursing Team, Introduction of readiness from nappies to pants, Your child's indication for toileting, Recording your progress, Equipment and toileting aids, Leaflets & Information, Getting Started with a toilet programme, Observation and monitoring, Timetables & Targets Fluids, Routine change, Setting up a potty/toilet routine, Review Diary Charts Distraction, Constipation, Communication, Common Problems/Help, Going out/Nursery, What Next, Problem Solving, Useful Contacts

THIS DIARY BELONGS TO

PLEASE BRING THIS

BOOKLET WITH YOU EVERY

SESSION

Special Needs Nursing Team, Introduction of readiness from nappies to pants, Your Childs indication for toileting, Recording your progress, Equipment and toileting aids, Leaflets & Information, Getting Started with a toilet programme, Observation and monitoring, Timetables & Targets Fluids, Routine change, Setting up a potty/toilet routine, Review Diary Charts Distraction, Constipation, Communication, Common Problems/Help, Going out/Nursery, What Next, Problem Solving, Useful Contacts

## Contents page

### Week one

#### Introduction to the Special Needs Nursing Team

- Introduction
- Rules
- Aims and what to expect from the group
- Readiness from nappies to pants
- Your Child's indication for toileting
- Toileting Skills check list
- Constipation
- Recording your progress - Diaries
- Equipment and toileting aids
- Leaflets & Information

### Week Two

- **Getting Started with a toilet programme**
- **Tips and hints**
- **Observation and monitoring**
- **Routine change**
- **Setting up a potty /toilet routine**
- **Targets**

### Week Three

- **Distraction**
- **Fluids - Regular drink & toileting**
- **Constipation**
- **Communication**
- **Targets**

### Week Four

- **Common Problems/Help**
- **Going out/Nursery**
- **What Next**
- **Problem Solving**
- **Targets**
- **Useful Contacts**
- **Diaries/Charts**
- **Service Questionnaire**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
BREAKFAST							
MORNING BREAK							
LUNCH							
AFTER SCHOOL							
MID AFTERNOON							
DINNER							
1 ½ HOUR BEFORE BED (LAST DRINK)							
BEDTIME							
	DRINKS TOILET	DRINKS TOILET	DRINKS TOILET	DRINKS TOILET	DRINKS TOILET	DRINKS TOILET	DRINKS TOILET

HAVE A DRINK WHEN YOU SEE THIS PICTURE & TICK  
WHEN YOU SEE THIS PICTURE GO TO THE TOILET & TICK

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Take child out of nappies for at least a day and keep a record of how much and how often they pee and poo.

Time	Day1 Dribble	Day1 Full wee	Day1 Poo	Day2 Dribble	Day2 Full wee	Day2 Poo
7am						
8am						
9am						
10am						
11am						
12 noon						
1pm						
2pm						
3pm						
4pm						
5pm						
6pm						
7pm						
8pm						

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In using this checklist, insert  if your child can do this skill  
Keep this record to help you chart your child's progress with toilet training

Toileting Readiness Check lists

My Childs Toileting Skills	Date	Skill Present	Prompts or help given	Date achieved
Goes to the toilet without any prompting & has no accidents with wee or poo				
Knows the difference between wet & dry				
Tells me or signs the need to go to the toilet				
Tells me or indicates after a wee or poo in the nappy				
Holds on to wee for at least one & a half hours during the day				
Co - operates when taken to the toilet				
Follows instructions to go to the toilet				
Can get to the toilet - with or without an aid				

Can pull down pants				
Can get on to the toilet				
Remembers where the toilet is				
Can sit on the toilet up to 2 minutes				
Can wee in the toilet / potty				
Can poo in the toilet / potty				
Can get of the toilet / potty				
Can wipe them self				
Can pull up pants/knickers				
Can flush toilet				
Can wash and dry hands				
Have previous toileting programmes been attempted				

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**Toilet Time Table**

Week.....

Date.....

Please mark the days in the time table below when your child is WET = W DRY = D POO = P

Time	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
7am							
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

**Toilet Time Table**

Week..... Date.....

Please mark the days in the time table below when your child is WET = W DRY = D POO = P

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9am							
10am							
11am							
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1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

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**INTRODUCTION TO PEES AND POOS**

We would like to welcome you to our Pee's & Poo's group the aim of the group is to give you information on toilet training your child.



Throughout of the course you will learn how to approach toilet training, know if your child is ready and what to do if things get difficult.

This is a four week course each week we will have different topics such as

- Introduction to the Special Needs Nursing team
- Introduction of readiness from nappies to pants
- Your Childs indication for toileting
- Recording your progress - Diaries
- Equipment and toileting aids
- Leaflets & Information
- Observation and monitoring
- Fluids
- Routine change
- Setting up a potty /toilet routine
- Distraction
- Constipation
- Communication
- Common Problems/Help
- Going out
- Problem Solving

At the end of each week we will individually discuss what you need to work on with your child and we will use a diary to assist. Also we have included a Toileting skills check list and if possible we would like you to complete and bring with you for the first session. If this is not completed we are more than happy to assist.

Many Thanks

Special Needs Nursing Team



**Week One**

Rules of the group

- ↓ Listen when someone else is talking
- ↓ You are responsible for your child
- ↓ Confidentially

Aims and what to expect from the group

- The first session can sometime feel loud and rushed, please bear with this. This is normal. It is much calmer in later sessions
- Building blocks to get child out of nappies
- After the 4 sessions we will contact you in about 6 weeks
- There will be a questionnaire after 1<sup>st</sup> and 4<sup>th</sup> sessions
- After 6 week phone call will offer tailored support
- Your child may not be dry by the end of the 4 sessions or even when we call you six weeks later

Introduction to the Special Needs Nursing Team

**Your Special needs Health Visitor:-**

Helen Pickstone works closely with families & other members of the team at Kaleidoscope. She carries out continence assessments to discuss appropriate toilet training programmes.

Time	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

Toilet Time Table  
Week..... Date.....  
Please mark the days in the time table below when your child is WET = W DRY = D POO = P

**Toilet Time Table**

Week..... Date.....

Please mark the days in the time table below when your child is **WET = W** **DRY = D** **POO = P**

Time	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
7am							
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

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**Your Child Development Workers are:-**

**Sam Bogle and Daniel Standing** they are nursery nurses. They specialise in toilet training programmes, sleep and behaviour training to support families and children with special needs.

Introduction of readiness from nappies to pants

How do you know your child is ready for pants/knickers? Do they do any of the following?

- Is dry for 1 hour or more
- Pulling the nappy off
- Dislikes being wet/dirty
- Increasing weeing in the toilet/Potty

Your Childs indication for toileting

How do you know your child wants to go to the toilet?

Do they do any of the following? Please tick

- Point to there nappy/pants/clothes
- Tell you they are wet /e.g. says "wee wee"
- Try to pull off nappy/pants/clothes
- Go to any place within the house to wee or poo
- Giggles / Wiggles about



Please could you write down how you know your child wants to go to the toilet?

.....

safe in the toilet area

.....



## Change nappy standing up

### Recording your progress - Diaries

Throughout the next four weeks we ask you to keep a record of your Child's progress and routine of toileting and fluid intake this is an important part of the Pees & Pooos Group so please remember to fill in the diaries - Thank You



**Toilet Time Table**  
 Week..... Date.....  
 Please mark the days in the time table below when your child is

Time	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
8pm							
7pm							
6pm							
5pm							
4pm							
3pm							
2pm							
1pm							
12 noon							
11am							
10am							
9am							
8am							
7am							



**Toilet Time Table**

Week.....

Date.....

Please mark the days in the time table below when your child is **WET = W** **DRY = D**

Time	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
7am							
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

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**Equipment Ideas**

This is a selection of some of the products that may assist you.





**Sit on the toilet to dry them after a bath**



**Record how often they urinate**



Lined writing area for recording urination frequency.

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Toilet Time Table for use in School/ Nursery  
 Childs Name.....  
 Nursery Name.....  
 Nursery's Phone Number.....  
 Date.....  
 Key worker's Name.....

Please mark the days in the time table below when your child is  
 MET = W DRY = D

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7am					
8am					
9am					
10am					
11am					
12 noon					
1pm					
2pm					
3pm					
4pm					
5pm					
6pm					
7pm					

**Toilet Time Table for use in School/ Nursery**

Childs Name.....

Date.....

Nursery Name.....

Key worker's Name.....

Please mark the days in the time table below when your child is **WET = W DRY = D POO = P**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7am					
8am					
9am					
10am					
11am					
12 noon					
1pm					
2pm					
3pm					
4pm					
5pm					
6pm					
7pm					

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**Week Two**

**Getting started with a toilet programme**

- Placing your child regularly on the potty/toilet for them to get confident in using the toilet
- Remove nappy for a whole day and keep a record of when they go for a pee and poo
- Setting a regular routine through the day for them to sit on the toilet & if there is a specific time in the day they wee or poo to place them on the potty/toilet
- Only leave your child on the potty/toilet for a max of 4 minutes.
- If your child is not very confident in entering the toilet area place the lid down & allow your child to stand at the door & slowly entering the toilet area. You can use distractions
- Praise your child when sitting on the toilet / potty

**Observation and monitoring**

- Maintaining your child's potty/toileting pattern using the diary sheets is an essential part of the toileting programme, as we can see a pattern & see when it is a good time to place /offer your child the chance to go to the toilet.
- Observing them using the toilet as you can see if there are any changes in the toileting pattern or behaviour & know why



**Hints and Tips**



Try to change nappy standing up where possible

Do as much of the toileting in the bathroom area

Personalize the bathroom if needed (See the distractions page)

Encourage your child to go in to the toilet area as much as possible - just to wash hands

Praise your child as much as possible during toileting and when successes are achieved talk about them

Try a song with actions or a song with your child's name, or make a song up about what you are doing.

To keep positive when there are accidents and try not to react



**Notes**

Lined area for taking notes.

Notes



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**Routine change**



- **With any new routine introduced to your child's life it may be a little unsettling. Remember they have got in to a routine and you are going to change that. So what might happen?**

- **They may refuse the new changes**
- **They may become very frustrated**
- **They may be anxious**
- **They may refuse going in to the toilet area**

**Setting up a potty /toilet routine**

**When you are ready to start with the Potty/toilet routine we suggest the following**

- **Have the potty outside or in the bathroom**
- **You could have a spare potty downstairs to use in an emergency**
- **Have toys /Games /books close to hand for distraction**
- **Spare pants/napies/clothes and wipes**
- **Toileting and reward charts in the bathroom or close to hand**
- **Egg timer to time how long they need to stay on the toilet/potty**



Your targets this week are

- 1 .....
- 2 .....
- 3 .....



Notes

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This week's targets are

- 1 .....
- 2 .....
- 3 .....



Notes

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Environmental

Are cleaning products distracting them?



Do razors scare them?



Are loud or unusual noises overwhelming them?



Do strong smells distract them?



Problem Solving

Think of things to use as a reinforce

Lined area for writing suggestions for reinforcement.





What Next

Now you have a toileting routine established you must remember to be consistent at all times here are a few tips.

- Use reward charts
- Praise your child and be positive
- Encourage your child towards independence -
  - > Dressing
  - > Flushing
  - > Washing hands

For the next 6, 8 weeks you will be working on your targets on your own as well as nursery/school. You will be called to discuss your progress in about 8 weeks. If you require any support within that time please contact:

Daniel Standing      0203 049 1255  
 Sam Bogle              0203 049 1459

What would you like to work on?

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Regular drinking

TIME OF DAY	A DAY	
	DRINKS	TOILET
BREAKFAST		
MORNING BREAK		
LUNCH		
AFTER SCHOOL MID AFTERNOON		
DINNER		
1 ½ HOUR BEFORE BED (LAST DRINK)		
BEDTIME		

This is a guide of the fluid intake of one day and the recommended amount of times an opportunity should be given to go to the toilet.

150/180ml of Fluid = child's cup

6 to 8 cups a day

Communicate with the Nursery/school to find out what the fluid intake is.

**Drink = Wee**



Constipation

If you are concerned about constipation here are some tips to help.

- Drink plenty of fluids (please see fluid chart) 6 to 8 cups a day
- Eat your recommended 5 fruit & veg a day
- Try to ensure a good balanced diet, try introducing fibre
- Plenty of exercise

**IF YOU'RE STILL CONCERNED THEN PLEASE CONTACT YOUR GP OR HEALTH VISITOR.**

**Bristol Stool Chart**

Type 1  Separate hard lumps, like nuts (hard to pass)

Type 2  Sausage-shaped but lumpy

Type 3  Like a sausage but with cracks on its surface

Type 4  Like a sausage or snake, smooth and soft

Type 5  Soft blobs with clear-cut edges (passed easily)

Type 6  Fluffy pieces with ragged edges, a mushy stool

Type 7  Watery, no solid pieces. Entirely Liquid



Going out

It's time to get out and about, so how do you do that when you have started a toileting programme, here are a few tips

- Portable potty
- Knowledge of where public toilets are located
- Introduce to new toilets – use photographs
- Plenty of spare clothes

Comments

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Nursery/School

Now you have started a toileting/potty programme within the home, it may be time to start a programme at Nursery/School here are a few tips

- Have an agreed timetable with Nursery/School with set toilet/potty times
- Provide reward charts and incentives that work for your child
- Provide spare clothes
- Have a communication book between home and Nursery/School
- If there are issues with implementing this in nursery please ask us the nursery to contact us



Week Four



**Common Problems/Help**

Throughout this time of setting up a toileting/potty programme you may experience the following problems

- Refusal to sit on the toilet
- Hiding to poo
- Waiting for the nappy

Please note down any problems you are experiencing

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THE PICTURE YOUR CHILD CHOOSE FOR SUPPORT

# Choose your Poo!

type 1		looks like: <b>rabbit droppings</b> <small>Separate hard lumps, like nuts (hard to pass)</small>
type 2		looks like: <b>bunch of grapes</b> <small>Sausage-shaped but lumpy</small>
type 3		looks like: <b>corn on the cob</b> <small>Like a sausage but with cracks on its surface</small>
type 4		looks like: <b>sausage</b> <small>Like a sausage or snake, smooth and soft</small>
type 5		looks like: <b>chicken nuggets</b> <small>soft blobs with clear cut edges (passed easily)</small>
type 6		looks like: <b>porridge</b> <small>soft blobs with clear-cut edges (passed easily)</small>
type 7		looks like: <b>gravy</b> <small>Watery, no solid piece ENTIRELY LIQUID</small>

The concept by professor DCA Cailly and Françoise Panay, based on the Bristol Stool Form Scale, reproduced by Dr RV Hodson, Reader in Medicine at the University of Bristol, © 2005 Benquet Limited, manufacturer of MOVICOL®/Half

**MOVICOL®-Half**  
macrogol 3350 with electrolytes

**Communication**

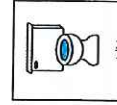
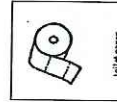
**Some times when children are not verbally communicating parents/carers find this difficult when you are toilet training. Here are some ideas to help.**

Taking a photo of the toilet/bathroom/potty and showing your child the photo before placing / taking your child to the toilet.

PECS Picture exchange communication system

Makaton a simple to use sign language

Visual routines.



**What form of communication methods do you use around toileting?**

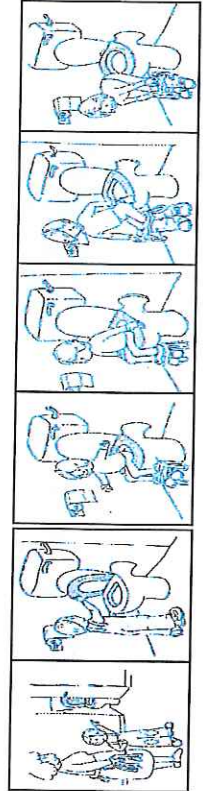
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This week's targets are

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**Notes**

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