



Potty Training Guide:

Facilitators' Notes for Training Session

Thank you for agreeing to run a training session for staff who are working with families to encourage potty training. This guide is to accompany the session PowerPoint presentation and to give you additional information and support as you deliver the session. The session is designed to last 45 minutes and be very interactive.

It is fine to add local notes and information at the end of the session, but please allow 45 minutes to deliver the session as outlined below. Thank you.

We apologise in advance if some of what we say is obvious, but we thought it was better to include everything we could think of as a checklist type approach for facilitators.

1. Before the Session

Ensure that **joining information** has been sent to everyone coming. This is an important part of setting the scene.

The instructions should include:

- **What participants are asked to do beforehand**

Ask participants to:

- Familiarise themselves with the **Potty Training Guide** and send a link to this. Remind them that the session will NOT be about the Guide itself it is about how to use it effectively.
- Each learner is asked to come prepared to share:
 - Some ideas around why timely potty training matters.
 - One example of good practice or a success story relating to potty training.

- **The session itself**

Make sure participants have the link for the session, and know what to do if they cannot get into the session – do they email you, or phone you or another number?

- **Outline session expectations**

- Cameras on where possible.
- Ability to use the chat.
- Bring pen and paper.
- The session will start promptly and will be interactive.

Once the joining information has gone out, make sure you are prepared:

✓ **Technical preparation**

- Check the meeting link (Zoom or Teams) works
- Check your microphone, camera, and screen-sharing
- Open the slides
- Have the feedback link ready to paste into the chat at the end.

- Remember that there will often be staff who have to join on their phones if IT access is limited so it is worth checking out what the presentation looks like on a phone and also planning NOT to have the PowerPoint up all the time to make it easier for learners to see each other.

✓ Some Top Tips for Using Zoom/Teams effectively

- **Especially for your first couple of sessions:** If at all possible, have a colleague to support you. They can read out comments in the chat, and having two different voices is a great way to keep up the energy levels.
- **Encourage early engagement:** Ask participants to introduce themselves in the chat as they join — name, role, and where they work.
- **Lead the interactions:** Read out a few names and roles as people arrive to set the tone for participation.
- **Keep the chat visible:** If you need to view chat while screen-sharing see the advice below.
- **Use reactions:** Encourage thumbs-up, hand-raise, or emojis to keep energy up.
- **Manage pace:** Keep an eye on time — online sessions can drift easily.
- **Invite voices:** Ideally, alternate between chat responses and verbal contributions to keep the group dynamic. However, with only 45 minutes and a lot to fit in, you may find using the chat is more time effective. As above, keep the energy up – for example – ask participants to show which of the ideas on the slides they like best with a physical wave at the screen or putting their thumb up.

() There is an issue in Microsoft Teams that the facilitator cannot see the chat while screen sharing because the application minimises or hides the main meeting window, including the chat panel, to prioritise the shared content.*

Some ways round this:

- *Manually open the chat window after starting the screen share*
 - *Use a second monitor*
 - *Enable the new private chat feature in preview*
 - *Use a second facilitator to assist if possible*
 - *If you have access to a zoom account, you might find this an easier platform as it is designed for training. Many early years settings prefer zoom if they do not have an in-house teams account. (They can join as a guest but you do not always get the full functionality)*
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2. Session Timings (45 minutes)

Section	Time
Welcome, introductions, ground rules (Slides 1 – 4)	5 mins
Why is potty training important? (Slides 5 – 6)	5 mins
Why parents and settings need to work together (Slides 7 – 8)	10 mins
Who is involved?	Included in above
Pulling it together – shared goals (Slide 9)	5 mins
Planning for success (Slide 10 -11)	10 mins
Celebrate success (Slide 12)	5 mins
Wind-up and next steps (Slide 13)	5 mins

Facilitator tip:

Make a note of the exact times for your session (e.g., if you start at 9:30, you should be on “Why is potty training important?” by 9:35).

This helps you stay on track, especially when delivering multiple sessions.

Printed materials

Especially at first, you might find it useful to print out the presentation and these notes, and physically highlight key points.

3. Starting the Session

Use the chat immediately to set the tone for interaction.

As people join: “Great to see you....please pop your name, role, and where you’re joining from into the chat.”

Read out a few examples to model engagement, e.g.: “Lovely to see Sarah here, a SENCO, and Pat who teaches in Reception.”

If things are very quiet, a question such as how many pets those working from home have, and if the pets are coming to the session can break the ice.

4. Slide-by-Slide Facilitator Guidance

Slide 1 – About the training

If asked, explain that the training was developed collaboratively with York practitioners, Kindred Squared, and Families First.

No need to mention this unless someone asks.

Slide 2 – Getting started

Introduce yourself.

Explain that post-course materials will be available via a link at the end (they must fill in the feedback link to receive them).

Slides 3 & 4 – Aim and objectives

Read these out briefly.

Reinforce:

“This session is NOT about how to potty train — it’s about how to use the Potty Training Guide with parents and carers.”

If they have concerns about potty training, the end of the session links to ERIC and CBeebies will be useful, as will the post course information.

Slide 5 – Why is timely potty training important?

Participants were asked to think about this beforehand so hopefully they will have an answer ready. If you need to encourage chat responses, use a question such as:

- “What is the impact on your setting when children are not potty trained by age 4 or 5?”
- “What is the impact on families?”

Use prompts to keep engagement flowing:

- “Let’s aim for everyone to add at least one idea.”
- “Great point from Sam about the environmental impact of extended nappy use.”

If you can't see the chat, briefly stop screen-sharing so you can reinforce the answers.

Slide 6 – Summary of key reasons

You do **not** need to read everything on the slide.

Use it to reinforce or fill gaps from the chat you have just used for Slide 5. You might want to put the slide up, give a moment to read it then highlight anything that was not covered by the contributions in the chat.

If you want to say more:

Supports healthy development - Children learn to recognise their body's signals and respond to them.

Builds confidence and independence - Mastering toileting is a big developmental milestone that boosts self-esteem.

Promotes good hygiene - Children learn handwashing, wiping, and flushing as everyday routines.

Strengthens routines - Predictable toileting makes daily life smoother.

Reduces accidents and stress - Fewer nappies, fewer leaks, fewer clothing changes.

Encourages healthy bowel and bladder patterns - Helps prevent constipation, withholding, and bladder issues.

Reduces costs for families - Earlier potty training saves money on nappies, wipes, and laundry.

Supports environmental sustainability - Fewer nappies going to landfill.

Slide 7 – Why parents and settings need to work together

Link from the previous slide:

"We've explored *why* timely potty training matters — now let's look at *how* we support it."

Suggest this is just read out – as always adding examples if you so wish and picking up on any comments/themes which are emerging.

Key points:

- **Consistency** across home and setting reduces confusion and anxiety.
 - **Open communication** helps identify challenges early.
 - **Shared hygiene routines** build strong habits.
 - **Individualised support** ensures strategies fit each child.
 - **Setbacks** are easier to manage when everyone responds the same way.
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Slide 8 – Who is involved?

Ask participants to list people involved in potty training in the chat. Remember to take the slide down if you cannot see the chat and slide at the same time.

Minimum to highlight:

- The child
- Parents
- Staff in settings

Additional examples could include:

- Separated parents with different approaches
- Grandparents with different generational expectations
- Health visitors, GPs, or other professionals – everyone using the Potty Guide should be giving out the same messages but there may be inconsistencies which could be confusing for parents and children

Pick a couple of examples from below to explore what is important from different perspectives:

Parents & carers

- Consistent routines at home... feeling supported and confident.

Staff

- Predictable routines... reinforcing hygiene and independence.

Children

- Feeling safe and not rushed... celebrating small successes
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Slide 9 – Shared goals

Emphasise:

“We may come at this differently, but we all want the same thing — a happy, confident child.”

This leads naturally into planning for success.

Slides 10 & 11 – Planning for success

Expand using your experience – some ideas to include:

- Use **strengths-based conversations**: Build on what the child, family, and setting already do well.
 - Keep approaches **inclusive**: Children with SEND or emerging needs can absolutely begin potty training — adapt, don’t avoid.
 - Focus on **collaboration**: Shared language, routines, and expectations.
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Slide 12 – Celebrate what already works

Participants were asked to bring an example of good practice. Use to build confidence:

“You already have great ideas and techniques — today is about building on them. Please share something which has worked for you in the chat”

If you can’t see the chat, stop screen-sharing.

You can finish the session without slides from this point.

In fact, to keep the energy to the end it is a good idea to pull down the slides and be able to see the full ‘room’.

Slide 13 – Ending the session

End on a positive note:

- Thank participants for their work and commitment.
- If you are asking participants to complete a feedback survey, paste the link into the chat and encourage them to do this NOW rather than later.

- Remind them they need to complete the link to receive follow-on materials.
“Please don’t forget to fill in the trainer link so we can continue to develop and grow the session. Please do it NOW so we know it has been done – thank you”

And that is it!

THANK YOU for your hard work and commitment.