Group Connections Planning Guide & Record

Click “Next” at the bottom of the screen to proceed to the form.

Group Connections Planning Guide & Record

Parent Educator(s)

Contact Information of Presenter

Format: Ongoing group  Presentation  Family activity  Community event  Parent cafe

Planning Details

Date  Jul-02-2018
Starting Time  2:00pm
Ending Time  4:00pm
Location  Home-based classroom
Contact Information

Number of families expected 36-48

Targeted Ages of Children
- Prenatal
- Less than 12 months
- 13-24 months
- 25-36 months
- 37-48 months
- 49-60 months
- enrolled in kindergarten

Publicity: Newspaper  Flyers  Website  Personal invitation  Social media  Radio/TV  Text  Phone call  Email  Other

Incentives  potty-chair(s) and training pants

Refreshments  Yes

Refreshments Memo
- Option 1: The school cafeteria will provide light refreshments for the families
- Option 2: School cafeteria will provide lunch to families
- Option 3: Families will provide a side for the potluck luncheon.
- Option 4: Parent educators will provide light refreshments for the families.

Areas of Emphasis  Parent-child interaction  Development-centered parenting  Family well-being

Intent: What will we focus on at this group connection? Support families in preparing and guiding children through the toilet learning process

Topics and key points from parent educator resources and other sources
- Parents should remind themselves that children will make mistakes during the toilet learning process, thus parents should not take their anger out on children.
- Parental control over the entire process is only going to deter the child from responding to the parent. The child may become less interested in learning and detached from the situation.
- When the parent becomes angry, the child’s self-worth may be impacted if he feels that his parents are not happy with him for making mistakes that is not in his control.
- Children who feel threatened or inadequate may be scared to try using the bathroom on his own.
- Independent toddlers, who feel reluctant or resistant to fulfill their parents’ wishes of potty training, may hold back bowel movement leading to constipation.
- Toddlers may resent a new baby if pressured to complete toileting learning before his/her arrival.
Toilet learning is an independent choice made by the child. When the child makes a mistake and notices his parents’ disappointment and displeasure, he can become devastated and may decrease his interest in making independent choices.

Negative responses to the child’s frequent, uncontrollable accidents may discourage the child and make him feel unable to learn.

“When parents are constantly reminding him, the toddler’s only independent alternative is to refuse. This leads to defiance and its consequence: the power struggle.”

### Prompts and questions for sharing observations, questions, or reactions

Each of the following questions will be asked to families depending on the discussion topic. Please refer to the FACE Family Circle Instructions for more information on when to ask:

- Why is there such a hurry to train children to use the bathroom?
- What skill do you think a child needs to know in order to properly use the toilet?
- What ways can parents support their child in preparing them for toilet learning?
- How long did it take your child to learn?
- What guided you and/or the child through the process? (some examples could include keeping an open mind, breathing techniques to decrease stress. Only share if families are stuck answering the question and need to be prompted)
- What tools or items helped you during the toilet training process? (cleaning supplies, types of training pants, etc.)
- How did you feel during the process of toilet training?

### Learning activities

Group discussion- Allowing caregivers of toilet trained children to share their thoughts on the toilet learning process. Caregivers of children not yet toilet trained can pose questions. The role of the parent educator is to facilitate the conversation and if there are not questions, to prompt the discussion.

### Facilitation Strategies

- Share the agenda of the FACE Family Circle with families prior to beginning the session.
- Complete the icebreaker found in the the FACE Family Circle Instruction sheet or identify another icebreaker of the program's choice.
- Introduce newly enrolled families to the rest of the group.
- The role of the parent educator is to facilitate the conversation and if there are no questions, the parent educators will prompt the discussion.

### Materials and Supplies

- books, craft sticks, incentives, toilet paper roll, stickers

### Number of Volunteers in Group

### Volunteer Names

### Group Connections Record

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<thead>
<tr>
<th>Actual Expenses $</th>
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<tbody>
<tr>
<td>Budget Shortfall or surplus (please explain)</td>
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<tr>
<td>Opportunities for feedback from participants and presenters, including surveys</td>
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<tr>
<td>Focus Group</td>
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<td>Items for follow-up</td>
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<td>Other program considerations</td>
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<td>Successes and Challenges</td>
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### Parent Handouts

- Which curriculum would you like to choose from?
  - [ ] Foundational
  - [ ] Foundational 2

### Foundational 1

- Area of Emphasis:
  - [ ] Development-Centered Parenting
### Area of Emphasis:
- Development-Centered Parenting

### Development-Centered Parenting

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<thead>
<tr>
<th>Transitions/Routines</th>
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<tbody>
<tr>
<td>Learning to Use the Toilet</td>
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