



California Early Childhood
Special Education Network

**Funded by the California Department of Education (CDE),
Special Education Division**

Tiny But Mighty: Growing Inclusive Transitional Kindergarten (TK) Classrooms
Part 2: Supporting Toileting and Independence in TK
September 22, 2026



CALECSE
California Early Childhood
Special Education Network

About CalECSE

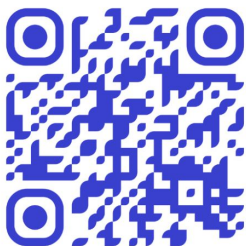


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Supporting Educators.
Strengthening Partnerships.
Improving Outcomes.

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California Early Childhood Special Education Network (CalECSE)

A CDE-funded technical assistance project supporting local education agencies (LEAs), Special Education Local Plan Areas (SELPA), county offices of education (COEs), and agency partners through:

- Professional learning
- Technical assistance
- Evidence-based resources
- Cross-agency collaboration

Mission

Strengthen early childhood systems to improve outcomes for young children with disabilities and their families.



CALECSE
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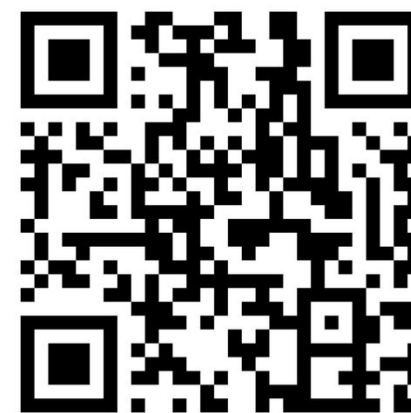


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Tiny Steps to Golden Futures Symposium Registration is Open

Join us October 20–21, 2026, at
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for two days of exceptional
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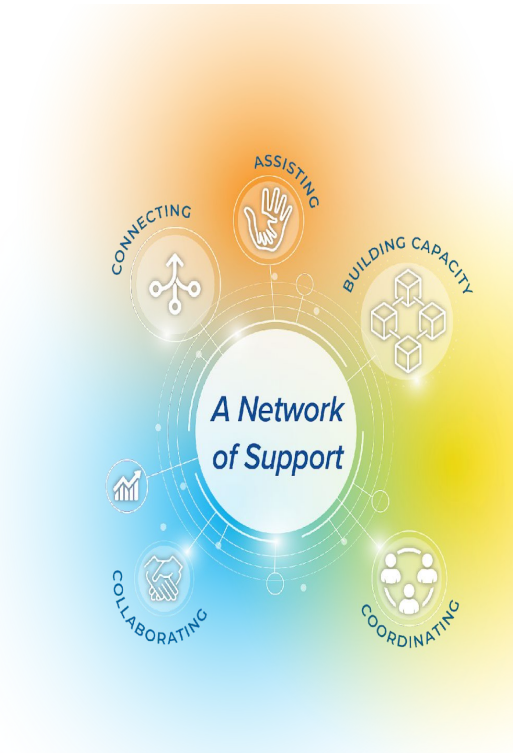
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Today's Agenda

- Independence in the TK Classroom
- Reframing Our Thinking: Toilet Learning
- What Schools Need to Know
- Toileting Development and Readiness
- Best Practices for Supporting Toilet Independence
- Supporting Children with Disabilities
- Applying the Strategies to Real TK Scenarios
- Supporting and Training Staff

Independence in the TK Classroom

What Does Independence Look Like in TK?



Independence does not mean doing everything without help.

For young children, independence develops when adults:

- Provide predictable routines and expectations
- Create opportunities for children to try
- Break complex routines into manageable steps
- Provide developmentally appropriate supports
- Allow adequate time for children to respond and complete tasks
- Gradually reduce support as children become more successful

Independence grows through supported participation, practice, and increasing autonomy.

Intentionally Build Independence Throughout the Day



Arrival

- Carrying and putting away belongings
- Unpacking a backpack
- Following an arrival routine

Classroom routines

- Choosing materials
- Cleaning up
- Opening and closing containers
- Managing personal belongings

Participation

- Making choices
- Asking for help
- Communicating needs
- Participating in classroom jobs

Self-care

- Toileting
- Handwashing
- Dressing and undressing
- Eating and drinking

Transitions

- Following classroom cues
- Moving between activities
- Gathering needed materials
- Waiting and joining the next activity

For children with individualized education programs (IEPs), everyday classroom routines can provide natural opportunities to support IEP goals.

Think About the Routine, Step by Step

When a Child Needs Help: Look at the Task

Instead of asking:

"Why can't this child do this independently?"

Ask:

"What part of the routine is difficult?"

Instead of asking...

Why can't this child do this independently?

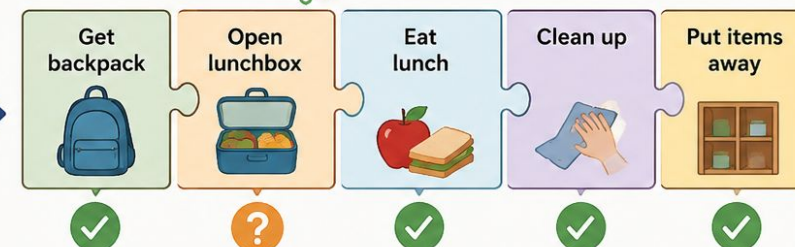


Leads to...

- ✗ Assumptions about the child
- ✗ Focus on the child's deficits
- ✗ Unhelpful or too much help
- ✗ Missed opportunity to teach

Ask instead...

What part of the routine is difficult?



Leads to...

- ✓ Focus on the task, not the child
- ✓ Identify the specific barrier
- ✓ Targeted support and teaching
- ✓ Builds independence over time



Look at the task. Find the barrier. Teach the skill. Fade the support.



When a Child Needs Help, Look for the Barrier



Consider:

- Does the child understand what to do?
- Can the child communicate what they need?
- Is the routine predictable?
- Are there too many steps?
- Does the child have the motor skills needed?
- Are sensory features of the environment creating a barrier?
- Does the child have enough time to respond?
- Has the skill been explicitly taught?
- Are adults providing more help than the child needs?

Breaking Down Routines

Complex Routines Are Made Up of Smaller Skills

For example, "Get ready for recess" may require a child to:

1. Recognize the transition cue.
2. Stop the current activity.
3. Clean up materials.
4. Locate their jacket.
5. Put on the jacket.
6. Zip or fasten it.
7. Move to the designated area.
8. Wait with the group.

A child may independently complete six of eight steps but need support with two.

Identify what the child can already do before deciding how much help to provide.



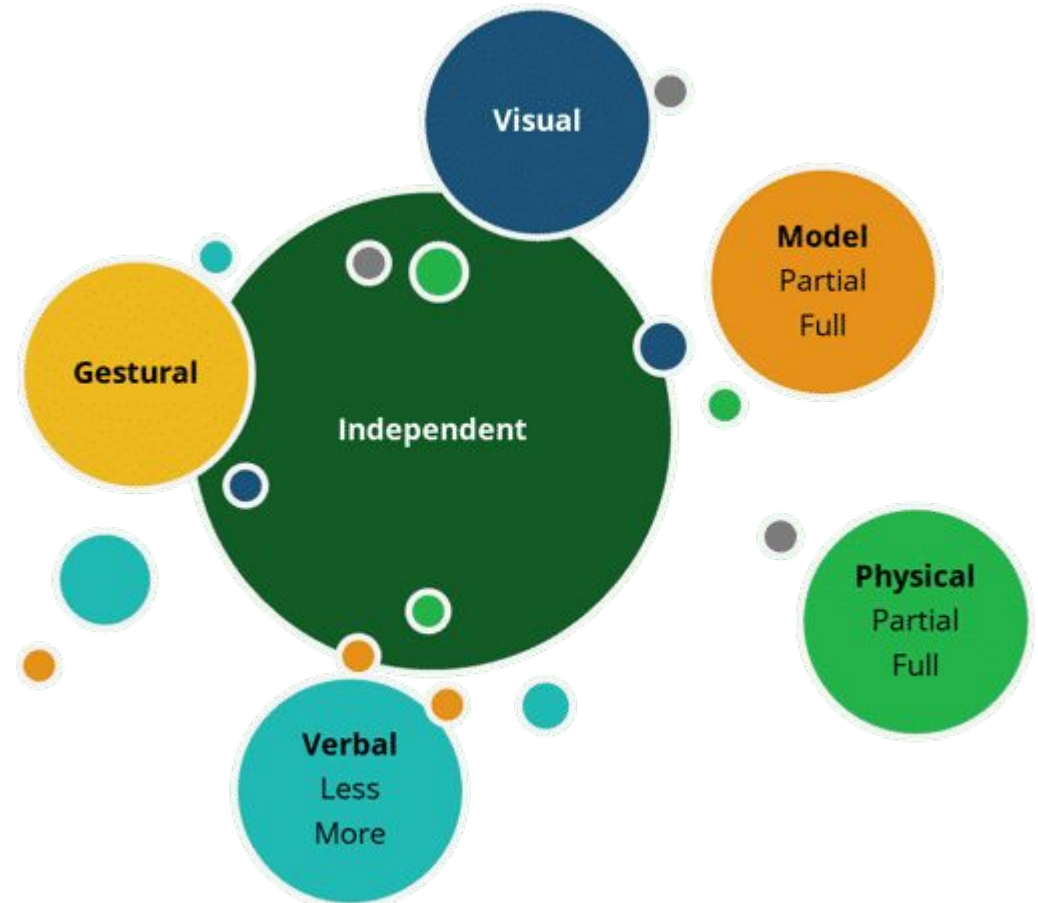
Prompting: Supporting Successful Participation

A prompt is assistance that helps a child successfully complete a skill or action.

Prompts may be:

- Visual
- Gestural
- Verbal
- Modeling
- Physical

Use only as much support as the child needs—and fade support as independence increases.



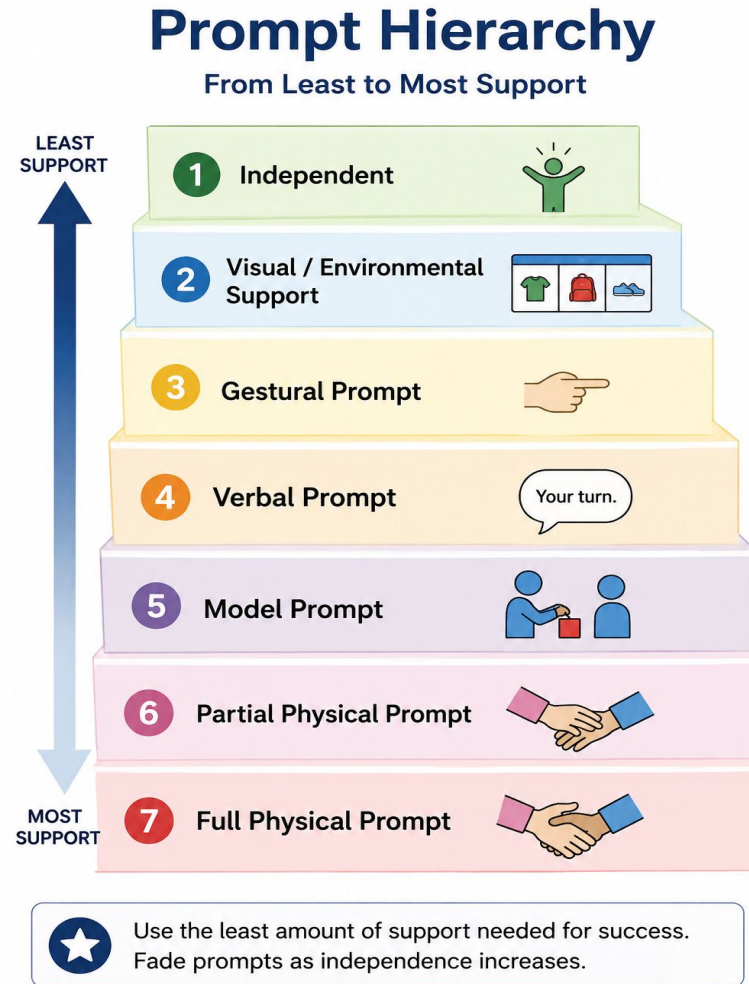
Source: Autism Focused Intervention Resources and Modules (AFIRM).
Prompting. Frank Porter Graham Child Development Institute, University of
North Carolina at Chapel Hill. <https://afirm.fpg.unc.edu/afirm-modules/>

One Way to Think About Levels of Support

The least-to-most sequence should be selected based on:

- The child
- The skill being taught
- The context
- The type of support needed

Source: Autism Focused Intervention Resources and Modules (AFIRM). *Prompting*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://afirm.fpg.unc.edu/afirm-modules/>



Wait Before Helping

One of the Most Powerful Prompts May Be...Waiting

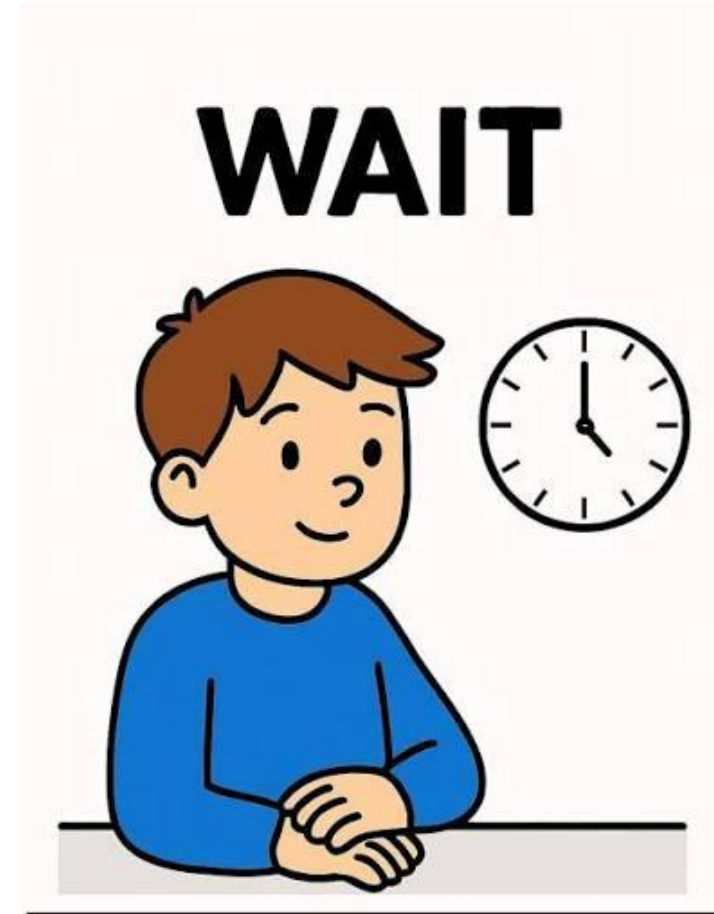
After providing a direction or natural cue:

Pause.

Give the child time to:

- Process the information
- Initiate the action
- Problem-solve
- Attempt the task
- Request assistance

The Autism Focused Intervention Resources and Modules (AFIRM) specifically recommends determining an appropriate wait time because processing time varies by child and task.



Source: AFIRM. *Prompting*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

<https://afirm.fpg.unc.edu/afirm-modules/>

Avoid Prompt Dependence

Help Without Taking Over

Before helping, ask:

"What is the least amount of support this child needs right now?"

Adults can unintentionally reduce independence when they:

- Complete tasks because it is faster
- Repeat directions immediately
- Provide physical assistance before the child has an opportunity to try
- Give multiple prompts at once
- Continue using prompts after they are no longer needed

Help Without Taking Over



Before helping, ask:

"What is the least amount of support this child needs right now?"

Adults can unintentionally reduce independence when they:

Complete tasks because it is faster.



Repeat directions immediately.

Put your backpack away.



Provide physical assistance before the child has an opportunity to try.



Give multiple prompts at once.

Get your shoes, put them on, then grab your backpack and line up.



Continue using prompts after they are no longer needed.

Open it. Good job! Now take it out. You can do it!



Pause. Support. Build Independence.

Practice with a TK Routine

Oscar is getting ready to go outside.

He retrieves his jacket and puts both arms through the sleeves. He then stands in front of his teacher holding the two sides of the jacket. The teacher typically connects the zipper and zips the jacket for him.

Discuss

- What can Oscar already do independently?
- What is the next skill to teach?
- What is the least amount of prompting he might need?
- How could adults fade that support over time?



Reframing Our Thinking: Toilet Learning

Why We Use the Term “Toilet Learning”



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In this training, we use **toilet learning** to emphasize that toileting is a developmental process in which children build skills over time with responsive adult support.

You may also see the term toilet training used by families, health care providers, and other resources.

Sources: American Academy of Pediatrics. 2026. *Toilet Training*.
<https://www.healthychildren.org/English/ages-stages/toddler/toilet-training/Pages/default.aspx>

Zero to Three. 2026. *Toilet Learning*. <https://www.zerotothree.org/>

What Schools Need to Know

Toileting: Schools Must Be Ready For All Children

The California Department of Education (CDE) has released a Developmentally Appropriate Toileting Practices Toolkit with helpful guidance for schools, which can be accessed here:

<https://cdn.caeducatorstogether.org/files/uploaded/resource/RpgBzzlpKWoti8MoeiCOhgtwfQc9KwHlg70KM0K5OF1XOYk3/Developmentally%20Appropriate%20Toileting%20Practices%20Toolkit-Final.pdf>

Using the Toilet

UPK Universal
Prekindergarten California's
Great Start



Information for Local Education Agencies (LEAs)



- Toilet independence is not a requirement for TK enrollment.
- School districts, county office of educations, and charter schools must offer TK and kindergarten to all age-eligible children regardless of their toilet-training status.
- LEAs determine how to address individual toileting needs so children can attend. For a child with an IEP, needed supports or accommodations should be addressed by the IEP team.
- The required adult-to-student ratio for TK has increased to one adult for every 10 students, which can support toilet learning.
- Avoid language that may discourage enrollment, such as “Children are expected to be toilet trained before entering TK.”

Sources: CDE. Universal Kindergarten FAQs. 2022. <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#admissionenrollment>

CDE. Transitional Kindergarten FAQs. 2025. <https://www.cde.ca.gov/fq/it/tkfiscalfaq.asp>

CDE. Developmentally Appropriate Toileting Practices Toolkit. https://drive.google.com/drive/folders/1DiG2gYDuct7-J_ZZeWDMpVxwqrBbvVMn

California Education Code Section 48000(g)(3)(A), *Transitional Kindergarten*.

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=48000

Toileting Development and Readiness

Toileting Skills Develop Over Time

- Stage One: Toilet Play
 - Pretends to toilet
 - Shows an interest
- Stage Two: Toilet Practice
 - Flushing
 - Pulling pants up and down
 - Hand washing
- Stage Three: Toilet Learning
 - Holds urine for longer periods of time
 - Communicates that they need to be changed
 - Wants to be clean
- Stage Four: Independent Toileting



Signs a Child May Be Ready to Build Toileting Skills



Children do not need to demonstrate every sign before adults begin supporting toileting skills. Readiness varies by child. Look for readiness signs, such as:

- Signals a need to use the restroom
- Can wait two or more hours before urinating
- Can pull clothes up and down
- Passes stool three or fewer times a day
- Comes to you when a diaper needs to be changed
- Knows that the toilet is used for passing urine and stool
- Is interested in learning to use the toilet

Source: Mayo Clinic. 2024. *Potty Training: How to Get the Job Done*.

<https://www.mayoclinic.org/healthy-lifestyle/infant-and-toddler-health/in-depth/potty-training/art-20045230>

Toileting development may be influenced by:

- Development
- Medical factors
- Age
- Cultural backgrounds
- Disability
- Sensory needs
- Anxiety
- Cultural and family practices
- Individual preferences and experiences



Source: CDE. Developmentally Appropriate Toileting Practices Toolkit.

https://drive.google.com/drive/folders/1DiG2gYDuct7-J_ZZeWDMpVxwqrBbvVMn

Best Practices for Supporting Toilet Independence

Setting Up for Success

Schools should establish:

- Accessible toileting and hygiene supplies
- Visual supports for toileting routines
- Clear procedures for staff
- Staff training
- Non-exclusionary practices
- Regular communication with families
- Consistent handwashing procedures
- Appropriate supervision



Source: CDE. Developmentally Appropriate Toileting Practices Toolkit.

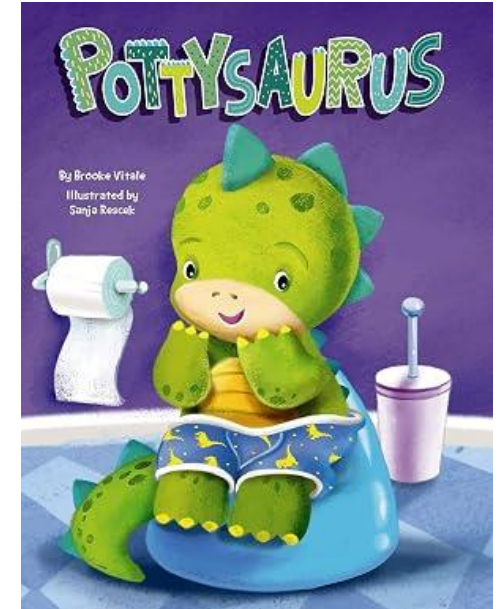
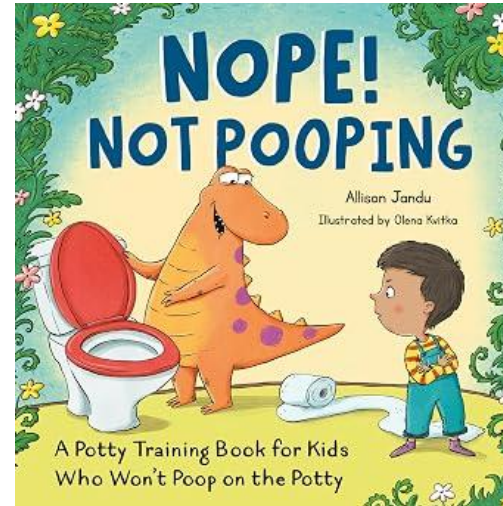
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Fostering a Positive Social-Emotional Climate

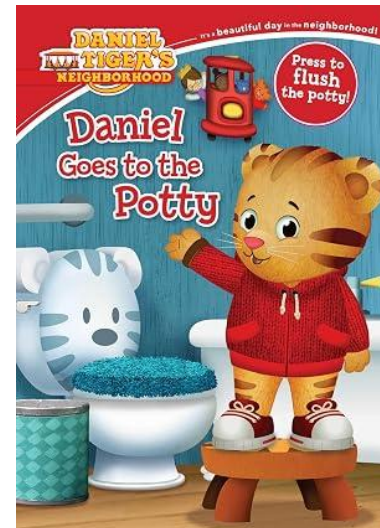
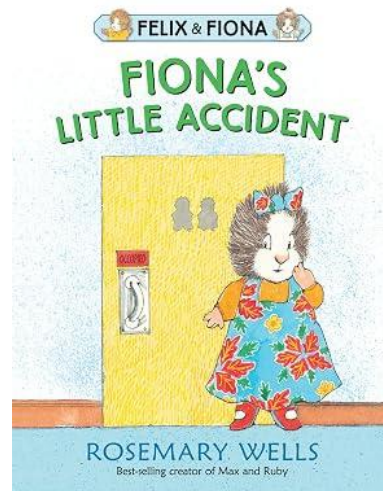
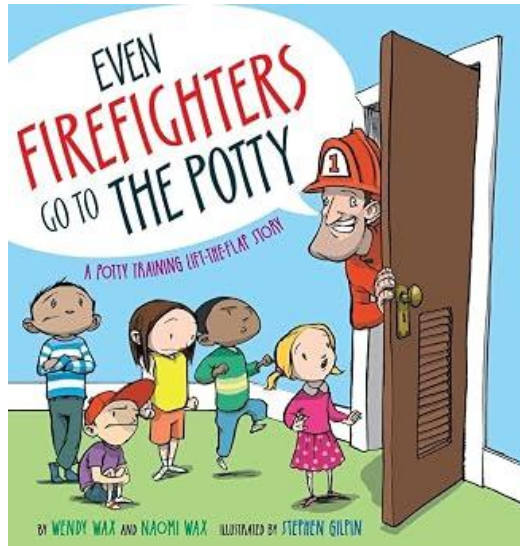
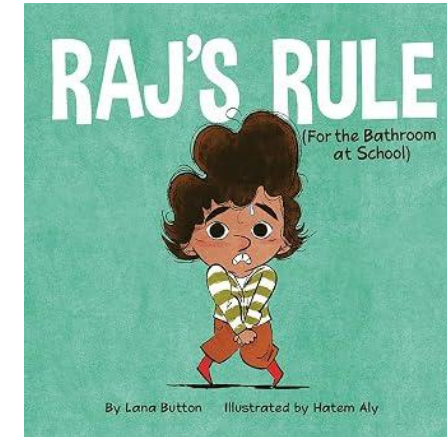
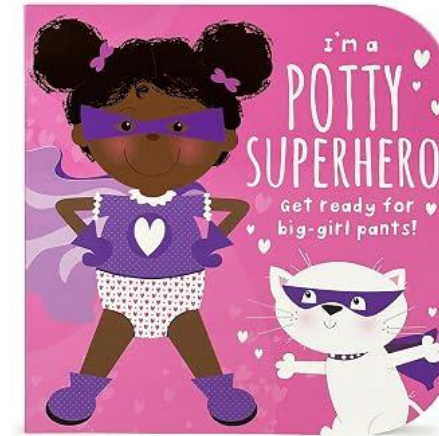
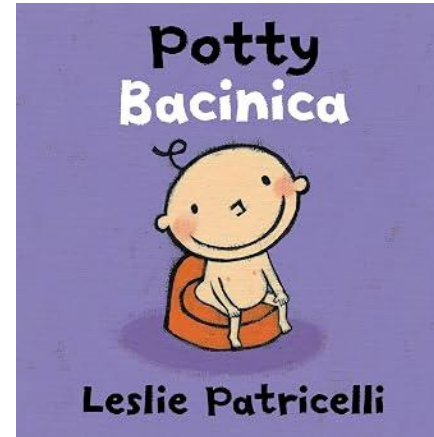
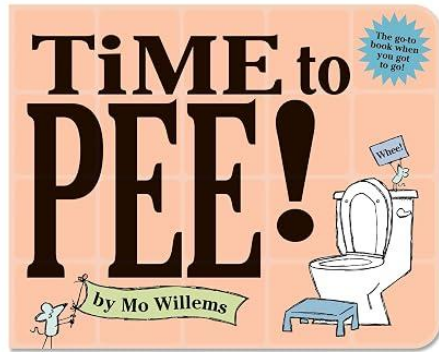
How Adults Respond Matters

A child's experience following a toileting accident can affect their comfort, confidence, and willingness to participate in toilet learning.

- Respond calmly and privately.
- Normalize accidents.
- Avoid shame or punishment.
- Teach peers that accidents can happen.
- Use children's literature to normalize toileting and self-care.



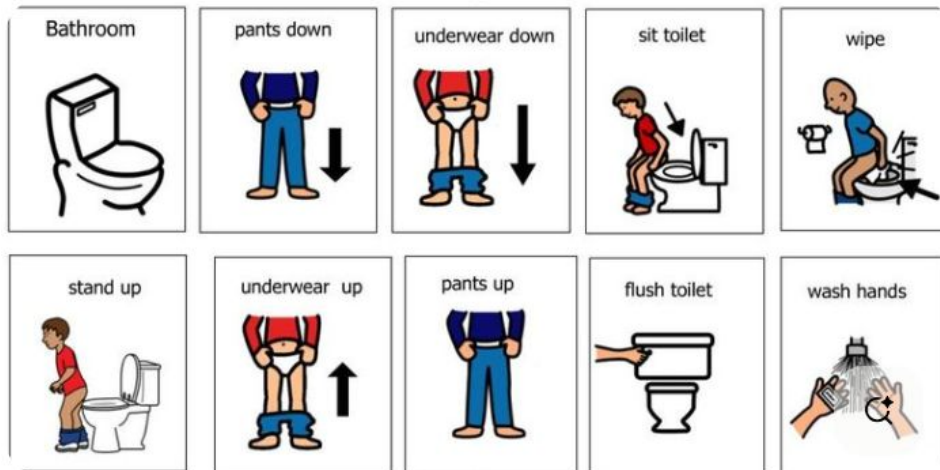
Additional Children's Literature for Classrooms



Classroom Supports

For Everyone

- Predictable bathroom opportunities
- Visual sequence
- Hand-washing routine
- Enough time
- Privacy and dignity



Individualized Supports

Some children may need:

- Additional prompts
- Individual schedules
- Adaptive equipment
- Communication supports
- Adult assistance

Individualized teaching:

- Teach one step at a time.
- Practice within routines.
- Prompt → practice → fade.
- Collect data when required by an IEP.

Visual Supports for the Whole Class



Partnering With Families



Teachers and administrators can meet with families to:

- Understand the child's toileting history and current skills
- Learn what is working at home
- Identify family priorities and preferences
- Agree on consistent language and routines
- Develop a coordinated home-school plan when appropriate
- Identify the support staff needed

Normalize the fact that progress, delays, and temporary regressions can occur.

Schools may consider:

- Creating or adding toileting information to a handbook
- Holding discussions at back to school night
- Providing a resource list



Sample Family Meeting Form

Note: As children transition into elementary school settings, schools and programs should consider completing this form with families in conjunction with the CA Great Start Transition to Elementary School Toolkit Family Information Questionnaire.

School Site:	Educator:
Child Name:	Parent/Caregiver Name:
Educators will provide individualized toileting assistance to children, as needed, based on their current toileting skill level.	
Step 1: The parent/caregiver and educator will have a formal one-on-one parent meeting to discuss the child's current development with toileting independence skills. Parent/Caregiver Notes: (for example: biological rhythm, what language is used, and so forth)	
Step 2: The educator will discuss the list of requests below with the parent/caregiver and will indicate the parent/caregiver's ability to honor these requests and/or indicate their concerns given their child's toileting status: (mark all that apply)	
☐ Parent/caregiver will bring extra set(s) of clothing including socks and underpants (Note: Share availability of school-provided extra clothing if needed)	
☐ Parent/caregiver will bring an extra pair of shoes (Note: Share availability of school-provided extra shoes if needed)	
☐ Parent/caregiver will dress their child in clothing that is easy for their child to manipulate (no difficult buckles such as belts or overalls)	
☐ Parent/caregiver will bring their child to school in underwear (or pullups if applicable)	
☐ Parent/caregiver will encourage their child to use the restroom upon arriving at school	
Parent/Caregiver Concerns:	

California Department of Education
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Source: CDE. Developmentally Appropriate Toileting Practices Toolkit.

https://drive.google.com/drive/folders/1DiG2gYDuct7-J_ZZeWDMpVxwqrBbvVMn

Toileting Challenges May Have a Medical Component



Toileting difficulties may sometimes be associated with:

- Constipation
- Stool withholding
- Painful bowel movements
- Encopresis/fecal soiling
- Urinary concerns
- Gastrointestinal conditions
- Medication side effects
- Limited food or fluid intake
- Motor or mobility needs
- Sensory differences

Sources: National Institute of Diabetes and Digestive and Kidney Diseases. *Symptoms & Causes of Constipation in Children*. National Institutes of Health.
<https://www.niddk.nih.gov/health-information/digestive-diseases/constipation-children/symptoms-causes>

American Academy of Pediatrics. *Potty Training Children with Special Needs*. HealthyChildren.org.
<https://www.healthychildren.org/English/ages-stages/toddler/toilet-training/Pages/toilet-training-children-with-special-needs.aspx>

Constipation Can Affect Progress

A child may avoid having a bowel movement because:

- Passing stool has previously been painful.
- The child does not want to interrupt play.
- The child feels uncomfortable using an unfamiliar or public restroom.
- Toilet learning has become stressful.
- The child has developed a pattern of stool withholding.

For educators, notice patterns such as:

- Avoiding the restroom
- Repeated stool accidents
- Apparent withholding
- Complaints of pain
- Changes in previously established patterns

Supportive responses from schools:

- Protect privacy and dignity.
- Respond neutrally to accidents.
- Avoid punishment or shame.
- Communicate patterns with the family so they can share with their pediatrician.
- Collaborate with appropriate school health personnel.
- Follow the child's health/toileting plan provided by medical personnel.

Source: National Institute of Diabetes and Digestive and Kidney Diseases. *Symptoms & Causes of Constipation in Children*. National Institutes of Health.

<https://www.niddk.nih.gov/health-information/digestive-diseases/constipation-children/symptoms-causes>

Supporting Children with Disabilities

Children May Need Different Pathways to Independence

Communication support:

- Visuals
- Gestures/sign
- Augmentative and Alternative Communication (AAC)
- Consistent vocabulary

Sensory support to address challenges with:

- Noise
- Lighting
- Smells
- Toilet flushing
- Hand dryers
- Clothing textures

Learning support:

- Visual sequence
- Task analysis
- Modeling
- Prompting
- Repetition
- Reinforcement/rewards

Regulation tools:

- Predictability
- First/then supports
- Gradual exposure
- Reduced pressure

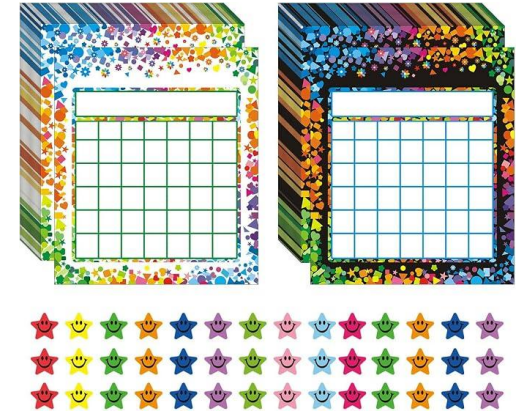
Motor access:

- Foot support
- Toilet seat adaptations
- Clothing modifications
- Additional time

Reinforce Progress and Success

Positive reinforcement can help children learn and strengthen toileting skills.

- **Use specific verbal praise:** “You pulled your pants up by yourself!”
- **Reinforce small steps**, not just successful urination or bowel movements.
- **Consider tangible reinforcement** when helpful, such as a sticker, stamp, or other small reward.
- **Provide reinforcement soon after** the skill or behavior occurs so the child can make the connection.
- **Individualize reinforcement** based on what is motivating and meaningful to the child and align with what the family is doing at home.
- **Keep it positive:** Avoid punishment, shame, or taking away earned rewards for accidents.

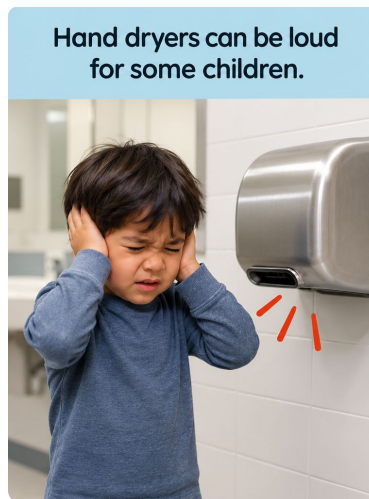


Sources: American Academy of Pediatrics. *Potty Training Children with Special Needs*. HealthyChildren.org.

<https://www.healthychildren.org/English/ages-stages/toddler/toilet-training/Pages/toilet-training-children-with-special-needs.aspx>

Autism Focused Intervention Resources and Modules (AFIRM). *Reinforcement*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://afirm.fpg.unc.edu/afirm-modules/>

Sensory Supports



Mobility Supports



Using Visual Supports

Visual supports can help children:

- Understand what happens next
- Complete multiple-step routines
- Reduce reliance on adult verbal prompts
- Increase predictability
- Build independence



Social stories

- Individualized short stories that use simple language and visuals to help children understand what to expect and how to navigate a specific routine or situation.
- The Autism Speaks website has a downloadable social story about potty training that can be personalized:

<https://www.autismspeaks.org/worksheet/personalized-teaching-story-potty-training>

When I feel like I have to pee or poo, I go to the bathroom. There I take down my pants and underpants.



First-Then Boards or Individualized Schedules



Using Core Boards and AAC

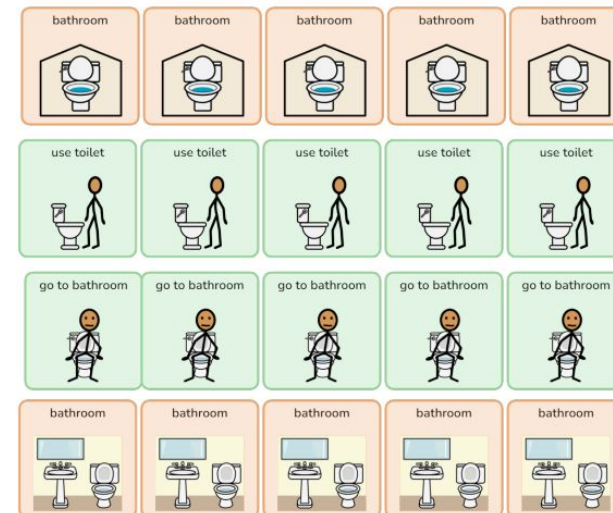
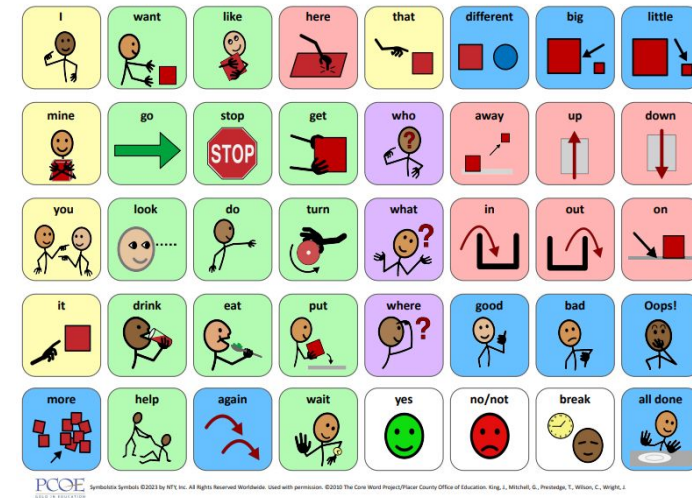
Core boards and other visual communication supports can provide children with disabilities an accessible way to communicate their toileting needs. Educators can model and teach children to point to or select a **“bathroom,” “use toilet,” or “go to bathroom”** symbol to request to use the toilet.

Keep the symbol readily available on the child’s core board or in frequently used locations so the child has consistent access to a way to communicate this need throughout the day.

Free downloadable core boards are available on the Open Access website: <https://www.openaccess-ca.org/open-access-aac-resources>

Toileting specific cores are available via this google drive, courtesy of Open Access:

https://drive.google.com/file/d/1kvPcCnyEZWwLMoWzgarYKAohEEYG_NhZZ/view?usp=sharing



Icons Throughout the Class

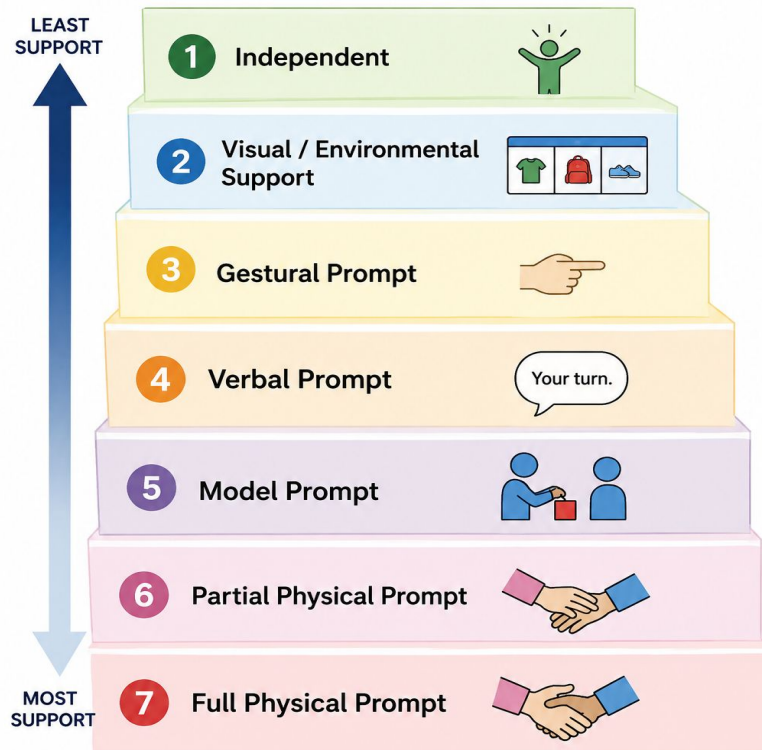
By using velcro and icons of a toilet throughout a classroom, you can create another way for children who may have communication difficulties to request to use the bathroom.



Apply the Prompting Hierarchy to Toileting

Prompt Hierarchy

From Least to Most Support



Use the least amount of support needed for success.
Fade prompts as independence increases.

From Adult Support to Toileting Independence

Example: **Pulling pants up**

Independent: Wait and allow child to attempt.



Visual: Point to the step on the visual sequence.



Gestural: Gesture toward the child's pants.



Verbal: "Pants up."



Model: Demonstrate the movement.



Partial physical: Assist only with the difficult portion.



Full physical: Provide necessary physical assistance.

Applying Strategies to Real TK Scenarios

Scenario One: A Child Is Not Toilet Independent at TK Entry

What Would You Do?

A four-year-old child enters a general education TK classroom wearing pull-ups. The child does not have an IEP. The family reports that the child sometimes urinates in the toilet at home but rarely initiates.

The classroom teacher has 20 students and says:

"I don't think we can change pull-ups in a general education classroom."

Discuss

- What are the child's rights regarding TK enrollment?
- What information should the school gather from the family?
- What procedures need to be established?
- Who needs training?
- What skills could be taught at school?
- What universal supports could help?

Scenario Two: A Child Avoids the School Bathroom

What Would You Do?

Maya is a TK student with an IEP. She uses the toilet independently at home but becomes distressed when entering the school restroom. She covers her ears when toilets flush and runs out the door.

Discuss:

- What might be creating a barrier?
- What environmental changes could help?
- What visual or communication supports could help?
- How could the team gradually increase participation without creating additional pressure?

Staff Support and Training

Teachers Need Systems That Support Them



Effective toileting support requires:

- Clear district/site procedures
- Defined staff roles
- Necessary supplies
- Training
- Consistent communication
- Time for implementation
- Feedback and problem-solving
- Ongoing review of policies and practices

Source: CDE. Developmentally Appropriate Toileting Practices Toolkit. https://drive.google.com/drive/folders/1DiG2gYDuct7-J_ZZeWDMpVxwqrBbvVMn

Staff Training Video



Bathroom Guided Adult Support video can be accessed on youtube:

<https://www.youtube.com/watch?v=GQW2JENmEQ8>

As you watch, notice:

- Safety and hygiene
- Adult positioning
- Respect for privacy and dignity
- Communication with the child
- Opportunities for independence

Source: California Department of Education Developmentally Appropriate Toileting Practices Toolkit.

https://drive.google.com/drive/folders/1DiG2gYDuct7-J_ZZeWDMpVxwqrBbvVMn

Critical components to emphasize during staff training:

- Staff and student safety are a priority
- Staff should understand and follow the guidelines
- Supplies are readily available
- Hygiene protocols are followed to prevent the spread of infectious diseases
- Use respectful, neutral, and developmentally appropriate communication with children.

Source: Long Beach Unified School District video entitled Bathroom Guided Adult Support Toileting Procedures

<https://www.youtube.com/watch?v=GQW2JENmEQ8>

CDE Toileting Resources for Schools



The CDE Developmentally Appropriate Toileting Practices Toolkit includes:

- Sample communication for teachers and staff
- Toileting policies and practices self-assessment
- Sample staff communications
- Guidance for teachers
- Sample toileting procedures
- Staff training videos

Access the toolkit:

https://drive.google.com/drive/folders/1DiG2gYDuct7-J_ZZeWDMpVxwqrBbvVMn

Questions



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<https://www.calecse.org/news-resources/communities-of-practice>



Join a regional, job-alike, or statewide Community of Practice (CoP) to share ideas, solve problems of practice, exchange successful strategies and tools, and strengthen early childhood special education across California.

If you are interested in joining a CoP, please complete this form by scanning the QR code below or filling out this google form

https://docs.google.com/forms/d/e/1FAIpQLSf2mTRqNCNqmfQp_1UzwO7hQvJoqUrlgGkoG0-qqUBXMYqAwA/viewform?usp=preview



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