

## **TO ADULTS:**

What is different about this children's toilet training book?

It uses language patterns and proven, powerful psychological techniques that really get results. Motivation is the key to toilet training. This story is designed to be gently persuasive on both the conscious and unconscious levels.

When you think about toilet training your child, just relax. Feel calm and confident about your child's potty training. Just as children learn to talk and walk, so they learn to use the toilet. It might happen immediately or it might happen later, but they will learn.

For you, the parent or guardian, being relaxed is important. Have faith in Mother Nature. Trust that your child will eventually be toilet trained.

If you remain calm and confident your child will sense that confidence, and this can help their training. They may associate calmness with going to the toilet, and become relaxed about it themselves.

They may also sense that they cannot use their toilet training to exert control over you and begin a parent-child power struggle.

‘Most children who are resistant to toilet training are enmeshed in a power struggle with their parents.’<sup>1</sup>

Creating positive attitudes to potty training is the key.

Never force a child to use the potty. Forcing children to do *anything* is likely to make them want to resist. It can also teach children to fear or dislike the potty. Instead, use positive motivation.

While children are learning to use the potty, never scold them for ‘accidents’. They are doing their best. Scolding can make children think negatively about potty-training.

After the child is daytime potty-trained, continue to use diapers at night during sleep-time, until the child decides that he or she no longer needs them.

### **How to read the story**

This story is meant to be read aloud to children by an older person. It is intended as an aid to any effective potty-training method. The psychological techniques woven into this tale can make training quicker and easier. Simple rhyming verses add an extra element of fun.

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1 Barton D. Schmitt, MD., “Toilet Training Problems: Underachievers, refusers, and stool holders.” Contemporary Pediatrics 2004.

You can even read the story to babies. You'd be surprised how much they can understand – especially if they look at the pictures!

Because the story is intended for very young children whose attention spans may not be very long, it is relatively short and simple.

Read this story calmly, but be ready to laugh if you feel like it! It could be one of the most helpful and effective stories you've ever read.

Here's a tip: To make potty training easier for your child, make sure he or she is regularly eating nutritious fiber rich foods that will promote good digestion. Soft stools that can be passed comfortably will make it easier for your child to learn to use the potty.

Here and there throughout the book you will find instructions about making certain gestures or inserting the name of the child or children to whom you are reading the story. These instructions are contained in square brackets like this: [name].

In this book, words or phrases written in **bold** should be read out with special emphasis, while underlined words or phrases should be read out slowly and soothingly.

### **Interactivity**

To help children learn, the story is interactive. You can read out questions for the child to answer, and you can ask the child to point to images on the pages.

You and the child can participate in a powerful and useful interactive activity just before you sit down together to read the story. Simply sing a simple action-

rhyme song which names some body parts. This is a great way to have fun with your child and ensure a close rapport.

Singing body-part action songs has two benefits. Firstly, when children are stimulated into a happy, wakeful state with faster blood circulation, they are better able to learn. Secondly, when children can name some parts of their body it is easier for them to be successfully toilet trained.

Such action songs can include the well-known “Heads, Shoulders, Knees and Toes”, the not-so-well-known but hilarious “Ankles, Elbows, Feet and Seat” (sung to the tune of “London Bridge”) and other variations. The lyrics can be found in the addendum at the end of this book, along with some web-links to online videos.

Engaging in action songs is a way of reinforcing the child’s awareness of body parts and their names, while strengthening your bond with the child and putting the child into a happy, alert state, ready to learn from the story.

“Matching movement to speech helps children move rhythmically and helps link thoughts and actions.”<sup>2</sup>

### **Potty-training Readiness**

“Potty-training success hinges on physical and emotional readiness, not a specific age. Many kids show interest in potty training by age 2, but others might not be ready until age 2 1/2 or even older...”<sup>3</sup>

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2 Margaret Sasse, “Smart Start: How Exercise Can Transform Your Child’s Life.” 2009.

3 Mayo Clinic, “Potty Training: How to get the job done.” 2014.

Brazelton<sup>4</sup> asserts that for true potty training, children must be able to:

- sit up by themselves
- walk, so that they can independently leave the potty chair
- have some understanding of verbal communication

Whether you decide to start training your child earlier or later, you can help him or her get ready. You can make toilet training easier and more pleasant for everyone by actively preparing your child. Reading this story to the child will help.

### **Universal Potty-Training Motivations**

Motivations are powerful psychological tools. Many concepts are common to all potty-training methods. They are based on motivations that are natural in all healthy children.

These include:

- Imitation – seeing a person or a ‘drink and wet’ doll using a toilet or potty and wanting to copy. Imitation is a powerful psychological tool.
- Wanting to be independent and feel like a grown-up
- Peer pressure – seeing siblings or other toddlers successfully using the potty
- Wanting to be praiseworthy
- Wanting to feel dry
- Wanting to feel clean

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<sup>4</sup> Brazelton TB and Sparrow JD, “Toilet Training the Brazelton Way.” Cambridge, MA: deCapo Press 2004.

### **Which Training Method is Best?**

It is up to parents and guardian to decide which method is best for their child. Some of the most popular potty training methods are listed in the addendum at the back of this book.

For now just relax, read the story to your child, laugh, sing, and enjoy watching your little one achieve the milestones of growing up.

Happy reading!

## **The Kitten Who Wants to Say Goodbye to Diapers**

While you listen to me reading this story you will learn how to **use the potty** easily. Perhaps you will learn without even realising you are doing it. You might learn how to **use the potty** today, or it might take longer. I wonder whether you will learn how to **use the potty** after you hear the story the first time, or after you hear it a few times.

Do you sometimes think about how uncomfortable diapers make you feel when they are wet or dirty? When you can use the potty you won't have to wear them any more! Everyone will know how clever and grown-up you are! Can you imagine how much better you will feel when you can **use the potty** easily?

Mopsi was a little kitten who wanted to learn how to use the potty. She was too small to use the toilet like her big sister Misti, but she wanted to learn to use the potty easily, instead of wearing diapers. She wanted to say goodbye to diapers.

Mopsi was just like you, [name]. She like to play games ,and play with toys, and have fun. She liked to listen to stories, just as you are doing right now! She also liked to eat Mommy’s yummy food. You like yummy food too, don’t you [name]?

Mopsi’s favorite food was apple pie. Can you imagine the delicious smell of pie straight from the oven? Mmmm! When there was apple pie for dinner Mommy would say, “Hooray, hooray! It’s apple pie day!” As she said it she would throw up her arms, like this [raise your arms high into the air].

And Mopsi would throw up her arms too, and giggle.

Or if everyone was going to the park, Daddy might say, “Hooray, hooray! It’s going to the park day!” And he would smile and throw his arms up into the air [raise your arms].

